REPORT TO THE UNIVERSITY SENATE

DATE: May 2009
FROM: Graduate Studies and Research

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

I. Create Temporary Course*
   HIST 518 Reformation Europe*

II. Create a New Course
    COMM 526 Graduate Seminar in Family Communication

III. Revise Course Number
    HIST 441G The American Revolution and Early Republic, 1776-1815
    HIST 463G The Atlantic World

IV. Delete a Course
    HIST 441G The American Revolution and Early Republic, 1776-1815
    HIST 463G The Atlantic World

V. Change Course Prefix
    INED to AMS

VI. Revise a Program
    MAE Elementary Education, Ref. # 065
    MAE Middle Grades Education, Ref. # 139
    MAE Secondary Education, Ref. # 103

VII. Create a New Graduate Certificate Program
    Environmental Health and Safety

VIII. Revise and Academic Policy
    The use of standardized tests and GAP scores for admission to graduate programs.
Potter College of Arts & Letters  
Department of Communication  
Proposal to Create a New Course  
(Proposal Date: February, 2008)

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of proposed course:

   1.1 Course prefix (subject area) and number: COMM 526 (this same number was used when this course was taught on a one-time only basis in the Spring 2008 semester).
   1.2 Course title: Seminar in Family Communication
   1.3 Abbreviated course title: FAMILY COMMUNICATION
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: S
   1.6 Prerequisites/corequisites:
   1.7 Course catalog listing: Survey of research and theory in family communication.

2. Rationale:

   2.1 Reason for developing the proposed course: Family communication is one of the newest and fastest growing areas in the discipline. Though family and interpersonal communication have some cross-over, interpersonal communication is more limited, focusing on dyadic pairs (dating and marital partners), whereas family communication takes a far broader focus, examining family relationships across the lifespan. Further, in today’s society, the family exists in multiple forms, an area to which family communication scholars have devoted a great deal of attention. This course will serve graduate students at WKU by helping them to better understand how communication functions in their families (and future families). The course will help students address relevant concerns in community or society related to the family as well as providing a focus on family communication research and theory.

   2.2 Projected enrollment in the proposed course: 10-20 graduate students

   2.3 Relationship of the proposed course to courses now offered by the department: This course serves as an additional offering graduate students can take to study relational communication. Currently, graduate students are limited to one offering, Seminar in Interpersonal Communication: COMM 578, to study relational communication. Comm 526: Family Communication would serve as an excellent opportunity for graduate students from both inside and outside of Communication.

   2.4 Relationship of the proposed course to courses offered in other departments: Comm 526: Family Communication relates to graduate courses in those disciplines which focus on either counseling within the family or exploring issues related to childhood development. These courses include the following: Sociology (SOCL 466 Gender/Families; SOCL: 220 Marriage/Family); Psychology (PSY 321: Child Developmental Psychology; PSY 423: Adult/Aging); Consumer and Family Sciences (CFS 571: Seminar in FCS Ed; CFS 577: Child Develop Research); and Counseling (CNS 557: Human & Family Development; CNS 580: Family Life Studies; CNS 586: Parenting Issues). Comm 526 differs from the family-oriented courses in other departments at WKU by focusing on how communication functions within the family and constitutes a variety of relationships within the family across the lifespan.
2.5 Relationship of the proposed course to courses offered in other institutions: Family communication courses such as this one are becoming standard fare in Communication Studies graduate programs throughout the country. Similar courses are offered at the University of Nebraska-Lincoln, University of Iowa, University of Denver, University of Northern Iowa, and Ohio University.

3. Discussion of proposed course:

3.1 Course objectives:

Student will:

- Develop a framework for organizing knowledge in the field of family communication.
- Apply family communication theories to different relationships and contexts.
- Develop arguments for taking a lifespan approach to family communication.
- Explore multiple conceptions of family
- Identify mainstream issues to guide individual scholarship.

3.2 Content Outline: The content of the course will take a lifespan approach to family communication, surveying research and theory in family communication. The course will explore multiple conceptions of family focusing on communication in different family forms. The course will study family communication at several critical points:

- Communication in marriage
- Transition to parenthood
- Communication in family life
- Communication in divorced and stepfamilies
- Communication issues with and between elder members of the family

3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of written assignments (journal assignments, application paper, and a major project – literature review or research study), active participation in seminar meetings, presentation of their research, and essay exams.

3.4 Tentative texts and course materials:

Course readings will be selected from the following books.


Journal articles which would be included in the course reading which are not in the above handbooks:


Other foundational articles would also be included and would vary by semester and instructor.

4. **Resources:**
   4.1 Library resources: Existing library resources
   4.2 Computer resources: Existing resources

5. **Budget implications:**
   5.1 Proposed method of staffing: Existing Communication faculty.
   5.2 Special equipment needed: None
   5.3 Expendable materials needed: None
   5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2009

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

   Communication Department February 9, 2009
   Potter College Curriculum Committee March 5, 2009
   Graduate Council April 9, 2009
   University Senate ______________________

**Attachment:** Course Inventory Form, Bibliography and Library Resources Form
1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: HIST 441G
   1.2 Title: The American Revolution and Early Republic, 1776-1815
   1.3 Credit hours: 3

2. **Proposed course number: HIST 541**

3. **Rationale for the revision of course number:** The department is in the process of converting its “G” courses to graduate numbers. We are doing this as part of an expansion of our program to include more online courses, as well as to give graduate students more courses at the “graduate level” for their transcripts. An abundance of “G” courses restricts their opportunities when going on to PhD programs.

4. **Proposed term for implementation:** Fall 2009

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

   History Department: 2/17/2009

   Potter College Curriculum Committee 3/5/2009

   Graduate Council: ___April 9, 2009___

   University Senate: ___________________

**Attachment:** Course Inventory Form
Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)

Contact Person: Andrew McMichael	Andrew.McMichael@wku.edu	x57023

1. Identification of course:
   1.1 Current course prefix (subject area) and number: HIST 463G
   1.2 Title: The Atlantic World
   1.3 Credit hours: 3

2. Proposed course number: HIST 563

3. Rationale for the revision of course number: The department is in the process of converting its “G” courses to graduate numbers. We are doing this as part of an expansion of our program to include more online courses, as well as to give graduate students more courses at the “graduate level” for their transcripts. An abundance of “G” courses restricts their opportunities when going on to PhD programs.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:
   History Department: 2/17/2009
   PCAL Curriculum Committee 3/5/2009
   Graduate Council ___April 9, 2009___
   University Senate ________________________

Attachment: Course Inventory Form
Potter College of Arts and Letters  
Department of History  
Proposal to Delete a Course  
(Consent Item)

Contact Person: Andrew McMichael  
Andrew.mcmichael@wku.edu

1. Identification of course:  
   1.1 Current course prefix (subject area) and number: HIST 441G  
   1.2 Course title: The American Revolution and Early Republic, 1776-1815  
   1.3 Credit hours: 3

2. Rationale for the course deletion: HIST 441G is to be replaced with HIST 541, a graduate-level course.

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

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:  
   History Department: 2/17/2009  
   PCAL Curriculum Committee 3/5/2009  
   Graduate Council  ___April 9, 2009___  
   University Senate

Attachment: Course Inventory Form
Potter College of Arts and Letters
Department of History
Proposal to Delete a Course
(Consent Item)

Contact Person: Andrew McMichael  Andrew.mcmichael@wku.edu

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: HIST 463G
   1.2 Course title: The Atlantic World
   1.3 Credit hours: 3

2. **Rationale for the course deletion:** HIST 463G is to be replaced with HIST 563, a graduate-level course.

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

4. **Proposed term for implementation:** Fall 2009

5. **Dates of prior committee approvals:**
   - History Department/Division: 2/17/2009
   - Potter College Curriculum Committee: 3/5/2009
   - Graduate Council: ___April 9, 2009___
   - University Senate: ________________

**Attachment:** Course Inventory Form
Memorandum
Proposal to Change Course Prefix (Subject Area)
(Information Item)

TO: Graduate Council

FROM: Sponsoring Unit: Ogden College
Department: Architectural and Manufacturing Sciences
Contact Person’s Name: Mark Doggett
Contact Person’s Email: mark.doggett@wku.edu
Contact Person’s Phone: 270-745-6951

CHANGE: Current Course Prefix: INED
Proposed Course Prefix: AMS

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE PREFIX (SUBJECT AREA): 600

RATIONALE: The current Technology Management program does not have a matriculation course in the catalog for a thesis. INED no longer requires capstone experience so matriculation is not necessary.

DATE OF IMPLEMENTATION: Fall 2009. No implementation period or special provision will be required.

Attachment: Course Inventory Form
Proposal Date: 02/13/2009

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 5-2615

1. Identification of program:
   1.1 Current program reference number: 065
   1.2 Current program title: Master of Arts in Elementary Education
   1.3 Credit hours: 30

2. Identification of the proposed program changes:
   - Add EDU 522 Foundations of Differentiated Instruction, EDU 524 Educational Assessment, and EDU 507 Geography for Teachers as strategy component courses.
   - Move EXED 516 from a deficiency to a required course (with provision for an exception).
   - Add an endorsement in Environmental Education as an option in content electives.
   - Revise admission policy.
   - Add the statement “Other courses may be selected with the permission of advisor, teacher certification office and Graduate Studies and Research.” under Restricted General Electives.
   - Add LTCY 624 Seminar in Reading Problems or LTCY 524 Content Area Literacy as a Restricted General Elective course.
   - Add CNS 586 Parenting Issues as a General Content Electives course.
   - Add the statement “or other approved endorsements” under Endorsements.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Revised Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required 9 hours</td>
<td>All courses are 3 hours unless otherwise noted.</td>
</tr>
<tr>
<td>ELED 503- Organization of the Elementary School</td>
<td>Required Core 9-12 hours</td>
</tr>
<tr>
<td>Curriculum</td>
<td>ELED 503- Organization of the Elementary School</td>
</tr>
<tr>
<td>EDFN 500- Research Methods</td>
<td>Curriculum</td>
</tr>
<tr>
<td>EDU 501- Seminar: Designing the Professional</td>
<td>EDFN 500- Research Methods*</td>
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<tr>
<td>Development Plan</td>
<td>EDU 501- Seminar: Designing the Professional</td>
</tr>
<tr>
<td>EDU 596- Portfolio Development and Professional</td>
<td>Development Plan (2 hours)</td>
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<tr>
<td>Educator Growth Plan</td>
<td>EDU 596- Portfolio Development and Professional</td>
</tr>
<tr>
<td></td>
<td>Educator Growth Plan (1 hour)</td>
</tr>
<tr>
<td>Restricted General Electives 9 hours +</td>
<td>EXED 516- The Exceptional Child (An approved elective may be substituted if an Exceptional Education course is on the student’s graduate or undergraduate transcript)</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>* EDFN 500 should be completed within the first 12 hours of the student’s program.</td>
</tr>
</tbody>
</table>

*Restricted General Electives - 9 hours
Other courses may be selected with permission of advisor, teacher certification officer and Graduate Studies and Research.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 505- Advanced Materials and Methods in Modern Mathematics for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED 506- Seminar in Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>ELED 507- Advanced Materials and Methods in Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 544- Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ELED 505- Advanced Materials and Methods in Modern Mathematics for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELED 506- Seminar in Elementary School Science</td>
<td>3</td>
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<tr>
<td>ELED 507- Advanced Materials and Methods in Social Studies</td>
<td>3</td>
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<tr>
<td>EDU 544- Teaching Strategies</td>
<td>3</td>
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<tr>
<td>EDU 522 Foundations of Differentiated Instruction</td>
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<tr>
<td>EDU 524 Educational Assessment</td>
<td></td>
</tr>
<tr>
<td>EDU 507 Geography for Teachers (Crosslisted with GEOG 507)</td>
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<tr>
<td>GTE 536 Needs Gifted/Students</td>
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<tr>
<td>ENVE 580 Instructional Strategies Environmental Education</td>
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<tr>
<td>LTCY 519- Reading Foundations of Reading Instruction</td>
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<tr>
<td>LTCY 624- Seminar in</td>
<td></td>
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<tr>
<td>Required Psychology Elective (3 hours)</td>
<td>Required Psychology Elective (3 hours)</td>
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<tr>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>PSY 510- Advanced Educational Psychology</td>
<td>PSY 510- Advanced Educational Psychology</td>
</tr>
<tr>
<td>PSY 511- Psychology of Learning</td>
<td>PSY 511- Psychology of Learning</td>
</tr>
<tr>
<td>PSY 519- Psychological Perspectives on Classroom Behavior</td>
<td>PSY 519- Psychological Perspectives on Classroom Behavior</td>
</tr>
<tr>
<td>PSY 540- Behavioral Problems of Childhood and Adolescence</td>
<td>PSY 540- Behavioral Problems of Childhood and Adolescence</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>General Content Electives (6-9 hours)</th>
<th>General Content Electives (6-12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor Approval</td>
<td>Advisor approved courses from the following content areas:</td>
</tr>
<tr>
<td>Art, Biology, Chemistry, Communication, Economics, English, English as a Second Language, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Sociology, Theatre</td>
<td>Art, Biology, Chemistry, Communication, Economics, English, Leadership, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Psychology, Sociology, Theatre, or elective hours selected from the following courses:</td>
</tr>
<tr>
<td>LME 410G- Storytelling</td>
<td>LME 410G- Storytelling</td>
</tr>
<tr>
<td>LME 411G- Creative Media Experiences for Children</td>
<td>LME 411G- Creative Media Experiences for Children</td>
</tr>
<tr>
<td>LME 537-Principles of</td>
<td>LME 537-Principles of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restricted Content Electives (0-3 hours)</th>
<th>Restricted Content Electives (0-3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 580 – Family Life Studies</td>
<td>CNS 580 – Family Life Studies</td>
</tr>
<tr>
<td>CNS 586- Parenting Issues</td>
<td>CNS 586- Parenting Issues</td>
</tr>
<tr>
<td>PH 467G- Drug Abuse Education</td>
<td>PH 467G- Drug Abuse Education</td>
</tr>
<tr>
<td>Educational Technology Applications</td>
<td>LME 518- Advanced Children’s Literature</td>
</tr>
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<td>-------------------------------------</td>
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</tr>
<tr>
<td>PH 465G- Health and Safety in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>PH 467G- Drug Abuse Education</td>
<td>3</td>
</tr>
<tr>
<td>PH 468G- Sexuality Education</td>
<td>3</td>
</tr>
<tr>
<td>PH 481G- Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 51G- Violence Prevention</td>
<td>3</td>
</tr>
<tr>
<td>AMS 465G- Industrial Technology for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 481G- Problems in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECON 505W- Economics for Teachers</td>
<td></td>
</tr>
<tr>
<td>MATH 507- Mathematics for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 507- Biology for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Deficiencies - 3 hours</strong></td>
<td></td>
</tr>
<tr>
<td>EXED 516- The Exceptional Child</td>
<td>3</td>
</tr>
</tbody>
</table>

| PH 468G- Sexuality Education | PH 481G- Environmental Health |
| PH 51G- Violence Prevention | AMS 465G- Industrial Technology for Elementary Teachers |
| JOUR 481G- Problems in Mass Communication | ECON 505W- Economics for Teachers |
| MATH 507- Mathematics for Elementary Teachers | |
| BIOL 507- Biology for Elementary Teachers | |
| GEOG 507 Geography for Teachers | 3 |

**Students may substitute course work from any of the following: Endorsements for restricted electives:**

- English as a Second Language, Gifted and Talented Education,
- **Environmental Education,** Educational Technology, or other approved endorsements.

<table>
<thead>
<tr>
<th><strong>Current Admission Policy</strong></th>
<th><strong>Proposed Admission Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All MAE programs leading to teacher certification require a minimum GAP score of 2200 and a minimum GRE Analytical Writing score of 3.5. Applicants to programs that lead</td>
<td>Admission criteria for the MAE in Elementary Education vary, depending on the student’s undergraduate institution and GPA.</td>
</tr>
<tr>
<td></td>
<td>- No GRE qualifying score will be</td>
</tr>
</tbody>
</table>
to advanced certification by Kentucky’s Education Professional Standards Board must also submit current, valid teaching certificates. Applicant to the MAE program in Elementary Education must:

- Hold or be eligible to hold a teaching certificate at the elementary level, OR
- Have a valid elementary conversion program on file with the Office of Teacher Services.

(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)

required for graduates of the WKU B. S. in Elementary Education program, as long as they hold or are eligible to hold a valid teaching certificate for elementary grades. A copy of the certificate must be submitted with the application.

- Applicants with undergraduate degrees in elementary education from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary grades. A copy of the certificate must be submitted with the application.

- Applicants from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher, and they must have a valid teaching certificate for elementary grades. A copy of the certificate must be submitted with the application.

All applicants to the MAE program in Elementary Education must:

- Hold or be eligible to hold a teaching certificate at the elementary level, OR
- Have a valid elementary conversion program on file with the Office of Teacher Services.

(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)

4. **Rationale for the proposed program change:**
   - The additions are new approved graduate courses developed to make the programs in the Department of Curriculum and Instruction more current and relevant for teachers.
   - Moving the EXED 516 course from a deficiency to a required course will keep the program at 30 hours.
   - The recently approved Environmental Education endorsement is being added to our student’s choices for restricted electives.
   - A modification of admission requirements is proposed. Because of the exit requirements (Critical Performances and the Teacher Work Sample, in particular) for students who complete
the B. S. in Elementary Education at WKU, the faculty believe that WKU alumni should have the skills to be successful in the MAE in Elementary Education; thus, no GRE scores are necessary. Students with undergraduate degrees from other institutions will be required to have qualifying GAP and GRE writing scores unless they have at least a 2.75 GPA; this is based on observations that the undergraduate GPA may be a better predictor of success in this program than GRE scores. A pilot program in Fall 08 suggested that there was no difference in course grades or in overall pass rates on course critical performances for students admitted without qualifying GAP and GRE writing scores, compared to those admitted Fall 07. A second reason for providing alternative admission criteria is to remain competitive with other institutions that do not require GRE scores for all applicants.

- Advisor approval was omitted from the original proposal.
- LTCY 624 or LTCY 524 are both part of the Kentucky Reading Project and have appropriate content for a Restricted General Elective course.
- CNS 586 was omitted from the original proposal.
- The statement will allow for new endorsements to be added to student programs without having the entire program submitted for approval.

5. **Proposed term for implementation and special provisions:** Fall 2009

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

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Curriculum and Instruction</td>
<td>February 13, 2009</td>
</tr>
<tr>
<td>CEBS Curriculum Committee</td>
<td>April 7, 2009</td>
</tr>
<tr>
<td>Professional Education Council</td>
<td>April 8, 2009</td>
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<tr>
<td>Graduate Council</td>
<td>April 9, 2009</td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>

**Attachment:** Program Inventory Form
1. **Identification of program:**

   1.1 Current program reference number: 139
   1.2 Current program title: Master of Arts in Middle Grades Education
   1.3 Credit hours: 30

2. **Identification of the proposed program changes:**

   - Add EDU 522 Foundations of Differentiated Instruction and EDU 524 Educational Assessment as choices in the Strategies Component of the program.
   - Add to the Specialization Component the option of completing Endorsements in English as a Second Language, Gifted and Talented Education, Environmental Education, and Educational Technology.
   - Revise admission policy.
   - Add the statement under Strategies Component “Other courses may be selected with permission of the Department Head.”.
   - Add the statement “or other approved endorsements” under Endorsements.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Revised Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Component</td>
<td>All courses are 3 hours except where noted.</td>
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<tr>
<td></td>
<td>Restricted Elective Component (3 hours)</td>
</tr>
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<td></td>
<td>EXED 516- The Exceptional Child (An approved elective may be substituted if an Exceptional Education course is on the student’s graduate or undergraduate transcript)</td>
</tr>
<tr>
<td></td>
<td>Professional Development Component (3 hours)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>EDU 501</td>
<td>Seminar: Designing a Professional Development Plan</td>
</tr>
<tr>
<td>EDU 596</td>
<td>Portfolio Development &amp; Professional Education Growth Plan</td>
</tr>
<tr>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
</tr>
<tr>
<td>PSY 511</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>PSY 519</td>
<td>Psychological Perspectives on Classroom Behavior</td>
</tr>
<tr>
<td>EDU 544</td>
<td>Classroom Teaching Strategies</td>
</tr>
<tr>
<td>GTE 537</td>
<td>Curriculum, Strategies &amp; Materials for Gifted Students</td>
</tr>
<tr>
<td>ENVE 580</td>
<td>Instructional Strategies Environmental Education</td>
</tr>
<tr>
<td>LTCY 524</td>
<td>Content Area Literacy</td>
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<td>LTCY 444G</td>
<td>Reading Secondary Grades</td>
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<td>SEC 580</td>
<td>The Curriculum</td>
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<td>MGE 571</td>
<td>Middle School Curriculum</td>
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**Curriculum Component (3 hours)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 522</td>
<td>Foundations of Differentiated Instruction</td>
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<td>EDU 524</td>
<td>Educational Assessment</td>
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<tr>
<td>SEC 580</td>
<td>The Curriculum</td>
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</tr>
<tr>
<td>MGE 571</td>
<td>Middle School Curriculum</td>
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**Educational Psychology Component (3 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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<tr>
<td>PSY 511</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 519</td>
<td>Psychological Perspectives on Classroom Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**Strategies Component (3 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 544</td>
<td>Classroom Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>GTE 537</td>
<td>Curriculum, Strategies &amp; Materials for Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>ENVE 580</td>
<td>Instructional Strategies Environmental Education</td>
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</tr>
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<td>LTCY 524</td>
<td>Content Area Literacy</td>
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<td>LTCY 444G</td>
<td>Reading Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>SEC 580</td>
<td>The Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MGE 571</td>
<td>Middle School Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Curriculum Component (3 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 522</td>
<td>Foundations of Differentiated Instruction</td>
<td></td>
</tr>
<tr>
<td>EDU 524</td>
<td>Educational Assessment</td>
<td></td>
</tr>
<tr>
<td>SEC 580</td>
<td>The Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MGE 571</td>
<td>Middle School Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>
EXED 516 - The Exceptional Child 3

Research/Assessment Component (3 hours)
EDFN 500 - Research Methods OR
Content Specific Research Course 3

*Research/Assessment Component (3 hours)
EDFN 500 - Research Methods, OR
Content Specific Research Course

*EDFN 500 or content-specific research course should be completed within the first 12 hours of the student’s program.

Specialization Component (12 hours) – From discipline which candidate is certified 12

Specialization Component (12 hours) – Advisor-approved elective courses selected from discipline in which student is certified. In place of the content electives, students may substitute course work for endorsements in English as a Second Language, Gifted and Talented Education, Environmental Education, Educational Technology, or other approved endorsements.

<table>
<thead>
<tr>
<th>Current Admission Policy</th>
<th>Proposed Admission Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MAE programs leading to teacher certification require a minimum GAP score of 2200 and a minimum GRE Analytical Writing score of 3.5. Applicants to programs that lead to advanced certification by Kentucky’s Education Professional Standards Board must also submit current, valid teaching certificates. Applicant to the MAE program in Middle Grades Education must: • Hold or be eligible to hold a teaching certificate at the elementary level, OR • Have a valid middle grades conversion program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MA in</td>
<td>Admission criteria for the MAE in Middle Grades Education vary, depending on the student’s undergraduate institution and GPA: • No GRE qualifying score will be required for graduates of the WKU B. S. in Middle Grades Education program, as long as they hold or are eligible to hold a valid teaching certificate for middle grades. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework</td>
</tr>
</tbody>
</table>
(undergraduate and graduate) and a valid teaching certificate for middle grades. A copy of the certificate must be submitted with the application.

- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for middle grades. A copy of the certificate must be submitted with the application.

All applicants to the MAE program in Middle Grades Education must:

- Hold or be eligible to hold a teaching certificate at the middle grades level, OR
- Have a valid middle grades conversion program on file with the Office of Teacher Services.

(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)

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

- EDU 522 and 524 are recently developed courses that the faculty believes would be excellent additional restricted electives for the Strategies Component.
- This revision is to clarify that Middle Grades education students can take a minor content area or endorsement. Teachers with several of the endorsements are in high demand in area schools.
- A modification of admission requirements is proposed. Because of the exit requirements (Critical Performances and the Teacher Work Sample, in particular) for students who complete the B. S. in Middle Grades Education at WKU, the faculty believe that WKU alumni should have the skills to be successful in the MAE in Middle Grades Education; thus, no GRE scores are necessary. Students with undergraduate degrees from other institutions will be required to have qualifying GAP and GRE writing scores unless they have at least a 2.75 GPA; this is based on observations that the undergraduate GPA may be a better predictor of success in this program than GRE scores. A pilot program in Fall 08 for the MAE in Elementary Education suggested that there was no difference in course grades or in overall pass rates on course critical performances for Elementary Education students admitted without qualifying GAP and GRE writing scores, compared to those admitted Fall 07. A second reason for providing alternative admission criteria is to remain competitive with other institutions that do not require GRE scores for all applicants.
- Department Head approval was omitted from the original proposal.
- The statement will allow for new endorsements to be added to student programs without having the entire program submitted for approval.
5. **Proposed term for implementation and special provisions:** Fall 2009

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

   - Department of Curriculum and Instruction: **February 13, 2009**
   - CEBS Curriculum Committee: __April 7, 2009__
   - Professional Education Council: __April 8, 2009__
   - Graduate Council: __April 9, 2009__
   - University Senate: ________________

**Attachment:** Program Inventory Form
Proposal Date: 11/13/08

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 5-2615

1. Identification of program:

   1.1 Current program reference number: 103
   1.2 Current program title: Master of Arts in Secondary Education
   1.3 Credit hours: 30

2. Identification of the proposed program changes:
   • Add EDU 522 Foundations of Differentiated Instruction and EDU 524 Educational Assessment to the list of restricted electives in the Strategies Component of the curriculum
   • Add the following endorsements to the Specialization Component of the curriculum (as an alternative to taking 12 hours in the teaching field): English as a Second Language, Gifted and Talented Education, Environmental Education, and Educational Technology.
   • Add the statement under Strategies Component “Other courses may be selected with permission of the Department Head.”.
   • Add the statement “or other approved endorsements” under Endorsements.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Revised Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development Component</strong></td>
<td>All courses are 3 hours unless otherwise noted.</td>
</tr>
<tr>
<td><strong>EDU 501- Seminar:</strong> Designing a Professional Development Plan</td>
<td>EDU 501- Seminar: Designing a Professional Development Plan (2 hours)</td>
</tr>
<tr>
<td><strong>EDU 596- Portfolio Development &amp; Professional Education Growth Plan</strong></td>
<td>EDU 596- Portfolio Development &amp; Professional Education Growth Plan (1 hour)</td>
</tr>
<tr>
<td><strong>Educational Psychology</strong></td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Component (3 hours)</td>
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</tr>
<tr>
<td>PSY 510- Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 511- Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 519- Psychological Perspectives on Classroom Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Strategies Component (3 hours)</td>
<td></td>
</tr>
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<td>Curriculum Component (3 hours)</td>
<td></td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>MGE 571- Middle School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Elective Component (3 hours)</td>
<td></td>
</tr>
<tr>
<td>EXED 516- The Exceptional Child</td>
<td></td>
</tr>
<tr>
<td>(An approved elective may be substituted if an Exceptional Education course is on the student’s graduate or undergraduate)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>EXED 516</td>
<td>The Exceptional Child Research/Assessment Component (3 hours)</td>
</tr>
<tr>
<td>EDFN 500</td>
<td>Research Methods</td>
</tr>
<tr>
<td></td>
<td>Content Specific Research Course</td>
</tr>
</tbody>
</table>

**Specialization Component (12 hours)** – From discipline which candidate is certified

- Advisor-approved courses selected from discipline in which candidate is certified
- OR course work to complete any of the following endorsements: English as a Second Language, Gifted and Talented Education, Environmental Education, Educational Technology, or other approved endorsements.

*EDFN 500 or other research course should be completed within the first 12 hours of the student’s program.

**Rationale for the proposed program change:**
- EDU 522 and 524 are recently developed courses that the faculty believes would be excellent additional restricted electives for the Strategies Component.
- The faculty believes that it is appropriate for some students to substitute endorsement course work for course work in the teaching field. Teachers with several of the endorsements are in high demand in area schools.
- Department Head approval was omitted from the original proposal.
- The statement will allow for new endorsements to be added to student programs without having the entire program submitted for approval.

**Proposed term for implementation and special provisions:** Fall 2009
6. **Dates of prior committee approvals:**

   - Department of Curriculum and Instruction: November 13, 2008
   - CEBS Curriculum Committee: April 7, 2009
   - Professional Education Council: April 8, 2009
   - Graduate Council: April 9, 2009
   - University Senate: 

**Attachment:** Program Inventory Form
College of Health and Human Services
Department of Public Health
Proposal to Create a New Graduate Certificate Program
(Action Item)

Contact Person: Ritchie D. Taylor, Ph.D., ritchie.taylor@wku.edu, (270)745-8975

1. **Identification of program:**

   1.1 Program title: Environmental Health and Safety
   1.2 Required hours in program: 15
   1.3 Special information: This program is designed to enhance the educational opportunities for environmental health science professionals in the WKU service catchment area. Specifically, there are numerous professions that will be supported by this graduate certificate program, including environmental health and safety managers, environmental protection specialist, environmental health professionals, and environmental health and safety consultants. Currently, these professions have very limited opportunities for graduate studies in the field of environmental health science. Especially, graduate certificate programs that provide in-place learning opportunities through online courses.
   1.4 Catalog description: The certificate program in Environmental Health and Safety is designed to provide advanced professional training for careers focused on the protection of human and ecosystem health from hazards in the built and natural environments. Designed for working professionals and students desiring opportunities with industry, consulting firms, government agencies, and other environmental health science professions, online courses will provide students with diverse in-place learning opportunities. Students applying to the program must have a baccalaureate degree in a related field or a baccalaureate degree and related experience in environmental health science, and approval by the program director.

2. **Objectives of the proposed certificate program:**

   2.1 Provide students with a foundation to understand the health risks of hazards in the built and natural environment.
   2.2 Engage students in applied research and service learning at the local, regional, and global scales.
2.3 Develop an understanding of environmental causes of health impacts in the built and natural environments.
2.4 Review global scale environmental issues that impact human health and the environment.
2.5 Develop skills in environmental health science data analysis, monitoring, research, and communication.
2.6 Develop faculty, students, and constituents that are engaged in the art and science of environmental health protection.
2.7 Provide excellence in student engagement by requiring in-place environmental health science research.
2.8 Enhance the communication of environmental hazards and risks to the general public and in the workplace.

3. **Rationale:**

3.1 Reason for developing the proposed certificate program: Professionals in the environmental health science and environmental health and safety fields within the Western Kentucky University service area have limited opportunities for graduate study. Currently, no Environmental Health Science graduate program exists in the Western Kentucky University service area. The new graduate certificate program will provide an initial level of graduate studies and post-baccalaureate training for Environmental Health Science professionals and other students. Over the past several years we have had numerous inquiries into the MPH degree program by potential students that desired graduate training specifically in Environmental Health Science. However, the students did not pursue the MPH degree as they wanted a program in the environmental health science field of practice. As recently as September 2008, faculty in the Environmental Health Science program personally surveyed a group of 30 environmental, health and safety professionals, at the American Society of Safety Engineers regional meeting. It was unanimous that environmental, health and safety professions in the WKU service region need a post-baccalaureate certificate program that provides education in Environmental Health Science. We received a positive response from all the managers and consultants in the meeting. Additionally, all courses for the certificate program have already been developed and accepted through the Graduate Council and WKU. These courses already appear in the graduate catalog as part of the MPH program within the Environmental Health concentration. The success of the certificate program will also indicate the need for a separate graduate program in Environmental Health Science. No new courses will need to be created.

3.2 Relationship of the proposed certificate program to other programs now offered by the department: Currently, the Department of Public Health does not offer any other graduate certificate program. However, this program is related to the Master of Public Health (MPH) program. An Environmental Health option is included in the MPH degree program. Students completing the certificate program would take the core courses for the Environmental Health option. This
The certificate program will focus on the protection of human and ecosystem health from hazards in the built and natural environment.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no graduate certificate programs in the field of environmental health science.

3.4 Projected enrollment in the proposed certificate program: It is anticipated that the program will attain an annual enrollment of at least 20 students.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Eastern Kentucky University offers a graduate certificate in Safety, Security and Emergency Management. This is a 36-hour program designed to meet the needs of working professionals in loss prevention, safety management, fire, security, insurance, and human resources. The curriculum includes training in loss prevention/assets protection, including security, fire, industrial safety, traffic safety, risk management, and emergency medical services. The program does not have an environmental emphasis and is not designed for environmental health science professionals.

Another program that is slightly related is offered by the University of Kentucky which is a graduate certificate in Environmental Systems Management. Courses in the program focus on a systems framework that integrates law, policy, and science for environmental management. However, this program does not offer courses specialized in environmental health science and protection. The most related certificate program found is offered by Johns Hopkins University. A certificate in Environmental and Occupational Health is offered that requires completion of five courses. The program is intended for public health professionals currently practicing environmental/occupational health.

3.6 Relationship of the proposed certificate program to the university mission and objectives: As the mission of Western Kentucky University is, “A Leading American University with International Reach”, the Environmental Health Science graduate certificate will be built upon this vision. Already, the faculty and students in the department are extremely diverse, and we have environmental health initiatives that extend our reach internationally. For example, we currently are part of an international service learning program in the Caribbean and are working on education initiatives in India. The Environmental Health Science graduate certificate at Western Kentucky University will prepare students to be productive and engaged leaders in a global society. As such, the program will follow the mission of WKU. Through the certificate’s service learning and engagement, opportunities will be provided to students, alumni, and constituents for service, applied research and learning. These opportunities will be local, regional, national and international in scope. Likewise, the Environmental Health Science certificate will foster a high quality of life in the region by providing research, service, and learning in the protection of health and environment, serving to reduce the impact of environmental hazards on human and ecosystem health. We will provide a rigorous Environmental Health Science certificate program that will challenge faculty, students, and constituents.

4. Curriculum:
Graduate Certificate in Environmental Health Science

Total Hours = 15 credit hours

All students are required to take the following core courses.

1. EHS 572 - Environmental and Occupational Epidemiology (3 hrs)
2. PH 577 – Environmental Toxicology (3 hrs)
3. PH 584 – Principles of Environmental Health (3 hrs)
4. PH 530 – Independent Investigations in Public Health - (3 hrs)

All students must choose to take one elective course. The list below includes suggested electives. Other elective courses may be chosen with advisor approval.

1. PH 571 – Air Quality Management (3 hrs)
2. EHS 580 – Solid and Hazardous Waste Management (3 hrs)
3. PH 560 – Environmental Management and Risk Assessment (3 hrs)
4. PH 595 – Public Health Management of Disasters (3 hrs)
5. PH 510 – Watershed Management and Science (3 hrs)

5. **Budget implications:** None. This program will be operated through DELO.

6. **Proposed term for implementation:** Fall 2009

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

   Department of Public Health: March 6, 2009

   CHHS Graduate Curriculum Committee March 23, 2009

   Graduate Council ___April 9, 2009___

   University Senate ________________

**Attachment:** Program Inventory Form
Office of Graduate Studies and Research
Proposal to Revise an Academic Policy
(Action Item)

Contact Person: Philip Lienesch, Philip.Lienesch@wku.edu, 5-6006

1. **Identification of proposed policy revision:**
The use of standardized tests and GAP scores for Graduate Assistantship eligibility.

2. **Catalog statement of existing policy:**

   Currently in 2007-2009 Graduate Catalog:

   **Graduate Assistantships**
   Graduate assistantships are available in various departments and service areas to qualified students. Stipends vary depending upon the student's qualifications and duties assigned. Interested students may contact Graduate Studies and Research for an assistantship packet.

   During 2003, the admission policy was revised. The minimum GAP score (GAP score = undergraduate GPA x (GRE verbal + math)) admission requirement changed to 2200 to accommodate the new GRE test format. At this time, the GA policy changed accordingly: The policy stated that students are only eligible for Graduate Assistantships (GA) if they are full-time, degree-seeking students, accepted into a graduate program and have a minimum GAP score of 2700. However, during the Council of Academic Deans Retreat in July 2004 it was decided to overturn the 2700 GAP requirement. Practice in Graduate Studies and Research has been to forward graduate assistantship applications to departments for consideration so long as the student is admitted into a degree program. Accordingly, the following information has been included in information for prospective students:

   The following minimum requirements are required for assistantship consideration:

   - Admission into a graduate program as a degree-seeking student.
   - A completed graduate assistantship application and three letters of professional recommendation (to be requested by the student) must be submitted to Graduate Studies.
   - Competent in spoken English. Graduate students whose native language is other than English must submit TOEFL scores of at least 550 (written TOEFL), 213 (computerized TOEFL), 79 (internet-based TOEFL), or 6.0 (IELTS).
   - Recommendation and approval of the department head and the college dean.

3. **Catalog statement of proposed policy:**
Proposed Information for the 2009-2011 Graduate Catalog:

Graduate assistantships are available in various departments and service areas to qualified students. Stipends vary depending upon the student’s qualifications and departmental/unit needs.

The following minimum requirements are required for assistantship consideration:
- Admission into a graduate program as a degree-seeking student.
- A completed graduate assistantship application and three letters of professional recommendation (to be requested by the student) must be submitted to Graduate Studies.
- Recommendation and approval of the department head and the college dean.

4. **Rationale for proposed policy revision:**

The GRE review committee has recently proposed allowing departments and programs to establish their own admissions standards. In some cases this may remove the GRE as a general requirement for admission to WKU’s graduate school. If the Graduate Council accepts the proposal, submission of GRE scores may be required by some, but not all, of the masters programs. Potentially, this change could impact some students applying for graduate assistantships. Currently, students are only eligible for Graduate Assistantships (GA) if they are full-time, degree-seeking students, accepted into a graduate program and have a minimum GAP score of 2700 (GAP score = undergraduate GPA x (GRE verbal + math)) or be admitted into a graduate program. In addition, the student must complete an application, submit 3 letters of recommendation, and obtain approval from the Department Head and Dean of the College granting the assistantship.

The change in the general requirement raises the possibility that some highly qualified students may be accepted into the graduate school without having taken the GRE. At present, those students would not be eligible for Graduate Assistantships because they would not have a GAP score and thus would not meet the minimum requirement of a 2700 GAP score. **We recommend removing the minimum requirement of a 2700 GAP score for eligibility for a graduate GA.** This change would allow departments to evaluate and recommend students for Graduate Assistantships using criteria they deem appropriate for their particular field of study.

Graduate Studies and Research (GSR) would continue to collect the Graduate Assistantship application and three letters of recommendation before forwarding the complete packet to the appropriate department or office. The cover letter generated in GSR that accompanies the application and letters will continue to list a GAP score if a student has one, however GSR will forward the application materials to the appropriate department or office regardless.

Each department will be required to submit criteria for GA selection to Graduate Studies and Research for informational purposes.

5. **Impact of proposed policy revision on existing academic or non-academic policies:**

None

6. **Proposed term for implementation:** Summer 2009

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

GRE Committee: __March 11, 2009___
Graduate Council:     April 9, 2009
University Senate