

Graduate Studies and Research
Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: December 2008

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. One time Only

COMM 539 Contemporary Trends for Leadership*

II. Revise Course Prerequisites/Corequisites

GEOL 440G Hydrology

III. Create New Course

GEOG 535 Seminar in Dynamic Meteorology II

GEOG 537 Seminar in Mesoscale Meteorology

GEOG 538 Seminar in Physical Meteorology

V. Revise a Program

107 MAE Exceptional Education

072 MS Chemistry

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203 Geographic Information Systems

VII. Create a Certification Policy

Policy on Expiration of Graduate Courses and Programs Leading to Professional Education
Certification

VIII. Create a New Endorsement Program

Environmental Education, P-12*

VIII. Exception to an Academic Policy: Admission Policy*

Social Work

Physical Education and Recreation

Proposal Date: 8/26/08

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Lee Florea, Lee.Florea@wku.edu, 745-5982

1. Identification of course:

- 1.1** Course prefix (subject area) and number: GEOL 440G
- 1.2** Course title: Hydrogeology
- 1.3** Credit hours: 3

2. Current prerequisites: GEOG 310 or GEOL 310

3. Proposed prerequisites/corequisites:

Corequisite of MATH 126, and prerequisites of GEOG 310 or GEOL 310

4. Rationale for the revision of prerequisites/corequisites:

Hydrogeology, perhaps more than any other branch of geology, has a strong mathematical foundation. Proper instruction of the fundamental principles of groundwater flow, a major component of this course, requires a general understanding of calculus. The proposed change to add MATH 126 as a corequisite for GEOL 440G brings WKU's geology curricula in line with other major universities that offer a graduate-level course in hydrogeology.

5. Effect on completion of major/minor sequence:

MATH 126 is already a requirement for majors that complete the Bachelor of Science – Professional and Professional Extended Concentrations within the Department of Geography and Geology. Graduate students pursuing research in the geosciences are expected to have taken a calculus course as part of their undergraduate program. This proposed change will have no impact on the graduate program sequence

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Geography and Geology Department _____9/5/2008_____

Ogden College Curriculum Committee _____10/10/2008_____

Graduate Council _____11/13/08_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/8/08

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

Contact Person: Greg Goodrich email: gregory.goodrich@wku.edu phone: 5-5986

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOG 535
- 1.2 Course title: Seminar in Dynamic Meteorology II
- 1.3 Abbreviated course title: Seminar Dynamic Meteorology II
- 1.4 Credit hours: 3 hrs
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites: GEOG 431G or permission of instructor
- 1.7 Course catalog listing: Phenomena related to large-scale tropospheric dynamics. Topics include moist and dry thermodynamics, applications of balanced flow, boundary layer processes, and vorticity.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course represents the second semester of the graduate-level dynamic meteorology sequence. It will be a recommended elective in the Master's program in Geoscience, with a focus in Meteorology and Climatology.
- 2.2 Projected enrollment in the proposed course: 3-5 students based on previous enrollment in other graduate level meteorology courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: Seminar in Dynamic Meteorology II will provide a more in-depth study of large scale dynamics and thermodynamics of the Earth's atmosphere than does GEOG 433 (Dynamic Meteorology II). GEOG 535 will require a supervised research project, and students will demonstrate a broad knowledge of the current scientific literature in dynamic meteorology.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no courses offered in other departments at Western that are similar to or related to Seminar in Dynamic Meteorology II.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many universities offering an M.S. in Geoscience provide seminar courses that build on topics addressed in upper-division undergraduate courses. Mississippi State University and the University of Northern Colorado are examples of similar departments that offer a Seminar in Dynamic Meteorology II. All such courses require a supervised research project.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will show in-depth understanding of theoretical applications of the basic governing equations of the atmosphere, including thermodynamic instability, balanced flow, circulation, and boundary layer processes. Students will complete a supervised research project and demonstrate knowledge of the current scientific literature in dynamic meteorology.
- 3.2 Content outline:
 - Section One: Instability
 - Thermodynamic energy equation
 - Thermodynamics of a dry atmosphere
 - Thermodynamics of a moist atmosphere
 - Section Two: Applications of the Basic Equations
 - Balanced flow

- Inertial flow
- Cyclostrophic flow
- Gradient flow
- Geostrophic flow

Section Three: Circulation and Vorticity

- Circulation theorems
- Vorticity
- Stretching and tilting
- Potential vorticity

Section Four: Planetary Boundary Layer

- Turbulence
- Ekman layer
- Secondary circulations

Section Five: Supervised Research Paper

- Student will develop a research project based on an area of interest

- 3.3 Student expectations and requirements: Exams based on textbook readings and lecture material. Periodic assignments that apply discussion material in lecture to case studies. Independent research project and class presentation.
- 3.4 Tentative texts and course materials:
 Holton, J. R., 2004: An Introduction to Dynamic Meteorology, 4th ed., Academic Press, 535 pp.
 Bluestein, H. B., 1992: Synoptic-dynamic meteorology in midlatitudes. Vol I. Oxford University Press, 431 pp.
 Bluestein, H. B., 1992: Synoptic-dynamic meteorology in midlatitudes. Vol II. Oxford University Press, 579 pp.
 Peer reviewed journal articles relating to new developments in dynamic meteorology

4. Resources:

- 4.1 Library resources: See attached library resources form and bibliography.
- 4.2 Computer resources: No new additional resources required.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty will teach this course.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2010.

7. Dates of prior committee approvals:

Department of Geography & Geology: _____9/5/2008_____

Ogden Graduate Curriculum Committee _____10/10/2008_____

Graduate Council _____11/13/08_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/8/08

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

Contact Person: Greg Goodrich email: gregory.goodrich@wku.edu phone: 5-5986

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOG 537
- 1.2 Course title: Seminar in Mesoscale Meteorology
- 1.3 Abbreviated course title: Seminar Mesoscale Meteorology
- 1.4 Credit hours: 3
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites: GEOG 121, MATH 327, and PHYS 265/266, or permission of instructor.
- 1.7 Course catalog listing: Use of mesoscale analysis techniques in the prediction of convective precipitation systems, including severe thunderstorms, tornadoes, and hurricanes.

2. Rationale:

- 2.6 Reason for developing the proposed course: GEOG 537 will allow students to further their knowledge of convective and mesoscale phenomena through a supervised research project and mastery of the scientific literature. This course will be a recommended elective in the Master's program in Geoscience with a focus in Meteorology and Climatology.
- 2.7 Projected enrollment in the proposed course: 3-5 students based on previous enrollment in other graduate-level meteorology courses.
- 2.8 Relationship of the proposed course to courses now offered by the department: Seminar in Mesoscale Meteorology provides a more in-depth study of convective and mesoscale phenomena than does GEOG 437 (Mesoscale Meteorology). GEOG 537 will require a supervised research project, and students will gain a broad knowledge of the current scientific literature in mesoscale meteorology.
- 2.9 Relationship of the proposed course to courses offered in other departments: There are no courses offered in other departments at Western that are similar to or related to Seminar in Mesoscale Meteorology.
- 2.10 Relationship of the proposed course to courses offered in other institutions: Many universities offering an M.S. in Geoscience provide seminar courses that build on topics addressed in upper-division undergraduate courses. Mississippi State University, the University of Northern Colorado, and Indiana University are examples of similar departments that offer a Seminar in Mesoscale Meteorology. All courses require a supervised research project.

3. Discussion of proposed course:

- 3.3 Course objectives: Students will show in-depth understanding of the structure, evolution, and dynamics of convective atmospheric phenomena having spatial scales between 2 and 2000 km. Students will develop knowledge necessary to forecast the occurrence of tornadoes, thunderstorms, and hurricanes by studying the physical processes behind such phenomena. Students will complete a supervised research project and demonstrate knowledge of the current scientific literature in mesoscale meteorology.
- 3.4 Content outline:

Section One: Introduction to Mesoscale Meteorology

- Thermodynamic diagrams
- Stability indices
- Radar and satellite interpretation
- Planetary boundary layer

Section Two: Convective Systems

- Single-cell thunderstorms
- Multicell thunderstorms
- Mesoscale convective systems
- Supercell thunderstorms

Section Three: Severe Weather Events

- Hailstorms
- Severe straight-line winds
- Flash flooding
- Tornadoic thunderstorms
- Hurricanes

Section Four: Supervised Research Paper

- Student will develop a research project based on an area of interest

3.3 Student expectations and requirements: Exams based on textbook readings and lecture material. Periodic assignments that apply discussion material in lecture to case studies. Independent research project and class presentation.

3.4 Tentative texts and course materials:
Bluestein, H. B., 1992: *Synoptic-dynamic meteorology in midlatitudes. Vol I.* Oxford University Press, 431 pp.
Bluestein, H. B., 1992: *Synoptic-dynamic meteorology in midlatitudes. Vol II.* Oxford University Press, 579 pp.
Doswell III, C. A., 2001: *Severe convective storms.* American Meteorological Society, 561 pp.
Ray, P. S., 1986: *Mesoscale Meteorology & Forecasting.* American Meteorological Society, 793 pp.

4. Resources:

- 4.3 Library resources: See attached library resources form and bibliography.
4.4 Computer resources: No new additional resources required.

5. Budget implications:

- 5.5 Proposed method of staffing: Existing faculty will teach this course.
5.6 Special equipment needed: None.
5.7 Expendable materials needed: None.
5.8 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Department of Geography & Geology: _____9/5/2008_____

Ogden Graduate Curriculum Committee _____10/10/2008_____

Graduate Council _____11/13/08_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/8/08

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

Contact Person: Greg Goodrich email: gregory.goodrich@wku.edu phone: 5-5986

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOG 538
- 1.2 Course title: Seminar in Physical Meteorology
- 1.3 Abbreviated course title: Seminar Physical Meteorology
- 1.4 Credit hours: 3
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites: GEOG 121, MATH 327, and PHYS 265/266, or permission of instructor.
- 1.7 Course catalog listing: Microscale analytic techniques related to radiative transfer in the atmosphere, cloud and precipitation processes, and dry and moist thermodynamics.

2. Rationale:

- 2.1 Reason for developing the proposed course: GEOG 538 will allow students to further their knowledge of microscale processes related to air pollution meteorology, clouds physics, thermodynamics, and hydroclimatology through a supervised research project and mastery of the scientific literature. This course will be a recommended elective in the Master's program in Geoscience with a focus in Meteorology and Climatology.
- 2.2 Projected enrollment in the proposed course: 3-5 students based on previous enrollment in other graduate level meteorology courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: Seminar in Physical Meteorology will provide a more in-depth study of atmospheric microscale processes than does GEOG 438 (Physical Meteorology). GEOG 538 will require a supervised research project, and students will gain a broad knowledge of the current scientific literature in physical meteorology.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no courses offered in other departments at Western that are similar to or related to Seminar in Physical Meteorology.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many Universities offering an M.S. in Geoscience provide seminar courses that build on topics addressed in upper-division undergraduate courses. Mississippi State University, the University of Northern Colorado, and Indiana University are examples of similar departments that offer a Seminar in Physical Meteorology. All courses require a supervised research project.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will show in-depth understanding of the microscale processes related to radiative transfer in the atmosphere, cloud formation, precipitation processes, and dry and moist thermodynamics. Students will complete a supervised research project and demonstrate knowledge of the current scientific literature in physical meteorology.
- 3.2 Content outline:
Section One: Radiative Transfer

- Solar constant
- Absorption and emission
- Atmospheric and clouds radiative properties
- Net radiation

Section Two: Atmospheric Moisture

- Humidity definitions
- Energy and latent heat
- Adiabatic processes
- Intro to thermodynamics

Section Three: Cloud Microphysics

- Nucleation of clouds droplets
- Growth by diffusion
- Growth by collision-coalescence
- Growth of ice particles (Bergeron-Findeisen)

Section Four: Atmospheric Optics

- Clear-sky phenomena
- All-liquid cloud phenomena
- Ice-cloud phenomena

Section Five: Supervised Research Paper

- Student will develop a research project based on an area of interest

3.3 Student expectations and requirements: Exams based on textbook readings and lecture material. Periodic assignments that apply discussion material in lecture to case studies. Independent research project and class presentation.

3.4 Tentative texts and course materials:

Arya, S. P., 2001: *Introduction to Micrometeorology*. Academic Press, 450 pp.

Oke, T. R., 1987: *Boundary Layer Climates*. 2nd Ed., Methuen, 435 pp.

Petty, G. W., 2006: *A first course in atmospheric radiation*. 2nd ed., SundogPublishing, 472 pp.

4. Resources:

4.1 Library resources: See attached library resources form and bibliography.

4.2 Computer resources: No new additional resources required.

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty will teach this course.

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:

Department of Geography & Geology: _____9/5/2008_____

Ogden Graduate Curriculum Committee _____10/10/2008_____

Graduate Council _____11/13/08_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise A Program**

Contact Person: Dr. Nedra Atwell nedra.atwell@wku.edu 745-4647

1. Identification of program:

- 1.1 Current program reference number: 107
- 1.2 Current program title: Master of Arts in Education, Exceptional Education, Moderate and Severe Disabilities
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- **Change program admission requirements**

3. Detailed program description:

Current	Proposed
To be eligible for admission to the Master of Arts in Education, Moderate and Severe Disabilities, candidates must: 1. Hold a B.A./B.S. from an accredited college or university and certification in at least one of the following areas: Exceptional Education, Moderate and Severe Disabilities, (MSD), Elementary Education P-5, Interdisciplinary Early Childhood Education, Communication Disorders, P-12, or Exceptional Education, Learning and Behavior Disorders, P-12. 2. Meet the requirements for acceptance into graduate studies as stated in the Western Kentucky University Graduate Catalog; and 3. Present an application portfolio to the exceptional education admissions committee. The application portfolio consists of the following documents: three letters of recommendation, personal philosophy of teaching students with moderate to severe disabilities, current vitae, and letter of	To be eligible for admission to the Master of Arts in Education, Moderate and Severe Disabilities, candidates must: 1. Hold a B.A./B.S. from an accredited college or university and initial certification as a teacher. 2. Meet the requirements for acceptance into graduate studies as stated in the Western Kentucky University Graduate Catalog; and 3. Present an application portfolio to the exceptional education admissions committee. The application portfolio consists of the following documents: three letters of recommendation, personal philosophy of teaching students with moderate to severe disabilities, current vitae, and letter of intent/commitment to teaching students with moderate and severe disabilities.

intent/commitment to teaching students with moderate and severe disabilities.	
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4. Rationale for the proposed program change:

Under No Child Left Behind, regular education teachers have been made to assume more responsibility for special needs students for which they often feel unprepared. More students with special needs are being included in regular classrooms for longer periods of time. Teachers of students with special needs are working in regular classroom placements with their students for limited periods of time and are functioning in a more collaborative case manager role. The regular education teacher is assuming a larger role for IEP (Individualized Education Program) implementation and for the educational needs of these students. This change is necessary to allow regular education teachers access to advanced programs for increasing expertise in meeting the needs and teaching exceptional children.

5. Proposed term for implementation and special provisions (if applicable): Fall 08.

6. Dates of prior committee approvals:

Department of Special Instructional Programs _____11/02/2007____

CEBS Curriculum Committee _____11/06/2007_

Professional Education Council _____11/14/2007____

Graduate Council _____11/13/08_____

University Senate _____

Attachment: Program Inventory Form

Proposal Date 10/03/08

**Ogden College of Science and Engineering
Department of Chemistry
Proposal to Revise a Program
(Action Item)**

Contact Person: Dr. Chad A. Snyder e-mail: chad.snyder@wku.edu Phone: 5-3271

Identification of program

Reference Number: 072

Current Program Title: Master of Science in Chemistry

Credit hours:30-36

2. Identification of the proposed program changes:

Add biochemistry curriculum policy for core requirements—Then immediately following the list of core requirements add the sentence: *Students must complete 4 out of 5 core area requirements.*

3. Core requirements:

The following table reflects the changes (in bold) in the core class requirements.

Previous Core Class Requirements	Proposed Core Class Requirements
CHEM 435G Analytical Chemistry or CHEM 531 Advanced Analytical Chemistry	CHEM 435G Analytical Chemistry or CHEM 531 Advanced Analytical Chemistry
CHEM 420G Inorganic Chemistry or CHEM 520 Advanced Inorganic Chemistry I	CHEM 446G Biochemistry or CHEM 562 Advanced Biochemistry
CHEM 440G Organic Synthesis or CHEM 541 Advanced Organic Chemistry II	CHEM 420G Inorganic Chemistry or CHEM 520 Advanced Inorganic Chemistry I
CHEM 452G Physical Chemistry or CHEM 550 Advanced Physical Chemistry I	CHEM 440G Organic Synthesis or CHEM 541 Advanced Organic Chemistry II
	CHEM 452G Physical Chemistry or CHEM 550 Advanced Physical Chemistry I
<i>No comment given after core requirements.</i>	<i>Students must complete 4 out of 5 core area requirements.</i>

In summary, the proposed changed is to read as the following:

CHEM 435G Analytical Chemistry **or** CHEM 531 Advanced Analytical Chemistry
CHEM 446GBiochemistry **or** CHEM 562 Advanced Biochemistry
CHEM 420G Inorganic Chemistry **or** CHEM 520 Advanced Inorganic Chemistry I
CHEM 440G Organic Synthesis **or** CHEM 541 Advanced Organic Chemistry II
CHEM 452G Physical Chemistry **or** CHEM 550 Advanced Physical Chemistry I

Students must complete 4 out of 5 core area requirements.

4. Rationale

The American Chemical Society (ACS) now considers biochemistry the fifth core area to be required for a certified ACS undergraduate degree. We propose to reflect this inclusion (*CHEM 446G Biochemistry* or *CHEM 562 Advanced Biochemistry*) into our MS in Chemistry graduate program.

5. Proposed term for implementation: Fall, 2009

The revised program will be in effect for all students filing Form B/C beginning August 1, 2009, and thereafter. Current students with approved programs on file will be allowed to submit revised programs.

6. Dates of prior committee approvals:

Chemistry Department	<u>10/03/2008</u>
OCSE Graduate Curriculum Committee	<u>10/10/2008</u>
Graduate Council	<u>11/13/08</u>
University Senate	<u> </u>

Attachments: [Program Inventory Form](#)

Proposal Date 4/11/08

Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise a Certificate Program
(Action Item)

Contact Person: Kevin Cary (kevin.cary@wku.edu) 745-2981

1. Identification of program:

1.1 Reference number: 203

1.2 Current program title: Geographic Information Systems

1.3 Credit hours: 12 Semester Hours Minimum

2. Identification of the proposed changes:

Add GEOG 517 as an approved elective. Require that four different courses be taken in the program.

3. Detailed program description:

Current Program		Revised Program	
The Certificate is offered by the Department of Geography & Geology. It consists of a series of four graduate courses taken for a minimum of 12 credit hours. These courses are selected from GEOG 417G, 419G, 515, 520, 577, 590, or 595		The Certificate is offered by the Department of Geography & Geology. It consists of a series of four graduate courses taken for a minimum of 12 credit hours. These courses are selected from GEOG 417G, 419G, 515, 517 , 520, 577, 590, or 595. At least four different courses must be taken for the Certificate.	
Geog 417G	3 hrs	Geog 417G	3 hrs
Geog 419G	3 hrs	Geog 419G	3 hrs
Geog 515	4 hrs	Geog 515	4 hrs
		Geog 517	3 hrs
Geog 520	4 hrs	Geog 520	4 hrs
Geog 577	3 hrs	Geog 577	3 hrs
Geog 590	3 hrs	Geog 590	3 hrs
Geog 595	3 hrs	Geog 595	3 hrs
Total	12 hours minimum	Total	12 hours minimum

4. Rationale for proposed program revisions:

GEOG 517 is a new GIS course that addresses spatial databases. GEOG 577 and GEOG 595 may be repeated for credit, so a statement is being added that requires students to take at least four different courses to ensure that they gain the desired distribution of GIS skills.

5. Proposed term for implementation: Fall 2009

6. Dates of Prior committee approvals:

Department of Geography and Geology	_____4/25/2008_____
Ogden College Graduate Curriculum Committee	_____10/10/2008_____
Graduate Council	____11/13/08_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 07/18/08

**College of Education and Behavioral Sciences
Proposal to Create a Certification Policy
(Action Item)**

Contact Person: Retta E. Poe, retta.poe@wku.edu, 745-4662

1. **Identification of proposed policy:** Policy on Expiration of Graduate Courses and Programs Leading to Professional Education Certification

2. **Statement of proposed policy:**

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:

Course work for programs leading to certification in professional education must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old at the time that the certification program is written. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students may be required to demonstrate proficiency related to current course content if they wish to satisfy program requirements using courses taken more than 10 years prior to when the student's program of studies is written. All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within 10 years from the date when the program was written. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the department head.

If the Commonwealth of Kentucky makes changes in certification requirements, students seeking certification may be required to modify their programs of study to meet the new requirements.

3. **Rationale for proposed policy:** Although the graduate catalog includes a policy statement regarding the time limitation for completion of degrees, no formal policy exists regarding expiration of courses and (non-degree) programs leading to professional education certification. Such a policy is needed to provide guidance both to advisors and to students who wish to complete programs after a long interruption. The goal of the policy is to help assure that students recommended for certification in professional education have knowledge and skills that meet current standards.
4. **Impact of proposed policy on existing academic or non-academic policies:** No impact on other policies is anticipated.
5. **Proposed date of implementation:** The policy will be implemented immediately. Informally the policy has provided guidance for certification recommendations for at least the past 10 years; approval of the policy will assure more consistency in its application.

6. **Dates of approval:**

CEBS Curriculum Committee _____10/07/08_____

Professional Education Council _____10/08/08_____

Graduate Council _____11/13/08_____

Proposal Date: 8/12/07

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Endorsement Program**

Contact Person: Dr. Terry L. Wilson, terry.wilson@wku.edu, 5-4671

1. Identification of proposed endorsement program:

1.4 Title:

Environmental Education, P-12

1.5 Required hours in program:

12 hours

1.6 Special information:

This is an endorsement program for certified teachers seeking to learn how to integrate environmental education into instructional programs.

1.7 Catalog description:

Based on the National Standards of the North American Association for Environmental Education, this graduate endorsement program provides students with a knowledge of the fundamental characteristics and goals of the field of environmental education, knowledge of environmental processes and systems, and knowledge and skills of appropriate instructional strategies and assessment techniques associated with the delivery of high quality environmental education programs. This graduate endorsement program will enhance the abilities of teachers in integrating environmental education into their teaching, as well as into the curriculum of their school and school district. It is comprised of 12 graduate hours that can be incorporated into Rank I and Rank II programs. It involves two required courses and a variety of electives. The two required courses are ENVE 520, Introduction to Environmental Education, and ENVE 580, Instructional Strategies in Environmental Education. The remaining 6 hours can be chosen from a selection of electives, including ENVE 585, Special Topics in Environmental Education; EDU 570 Workshop: Environmental Education; EDU 507/GEOG 507, Principles and Concepts in Geography for Teachers; REC 532, Environmental Education Resources; REC 434g, Environmental Interpretation; and GEOL 511, The Dynamic Earth, or other courses chosen by the advisor and the environmental education endorsement coordinator.

2. Objectives of the proposed endorsement program:

This program is designed for post-baccalaureate educators who desire to enhance their knowledge and skills related to the field of environmental education. Environmental education is, at its heart, an integrative undertaking. Instructors teach across disciplines, linking the methods and content of natural and social sciences, arts, mathematics, and humanities to help learners fully understand and address complex environmental problems. Therefore, the objectives for program graduates are as follows:

- Construct a basic understanding of the goals, theory, practice, and history of the field of environmental education
- Be competent in the skills and understandings related to environmental literacy, including knowledge of environmental processes and systems, and skills related to questioning, analysis, and personal and civic responsibility
- Combine the fundamentals of high quality educational practices with the unique features of environmental education to design and implement effective instruction

- Be able to engage learners in open inquiry and investigation, especially when considering environmental issues that are controversial and require students to seriously reflect on their own and others' perspectives
- Possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs
- Understand and accept the professional responsibilities associated with practicing environmental education, including an emphasis on education, not advocacy

3. **Rationale:**

3.1 **Reason for developing the proposed endorsement program:**

The Kentucky Education Professional Standards Board (EPSB) recently approved the creation of an environmental education endorsement for teacher certification. The endorsement is similar in structure to the endorsements for gifted and talented education (GTE) and English as a second language (ESL). The national standards of the North American Association for Environmental Education (NAAEE), the primary professional association in the environmental education field and an organizational member of the National Council for the Accreditation of Teacher Education (NCATE), are being used by the EPSB as the guidelines for the new endorsement. In addition, environmental education instruction honors the Kentucky Education Reform Act, in emphasizing that the learner be an active participant in the learning process, and that learners have opportunities to address real world issues through an interdisciplinary approach.

From an even larger perspective, it is known that, in the course of a lifetime, an individual will accumulate environmental knowledge from a combination of schools, the media, personal readings, family members and friends, outdoor activities, entertainment outlets, and a wide range of other professional, parental and personal experiences. For a few motivated individuals, this can eventually add up to true environmental literacy. But, for most citizens, it falls far short of this larger goal. Having teachers who are prepared to address this societal need for an environmentally literate citizenry is paramount if the future is one that will be grounded in a healthy, sustainable environment.

Other reasons for providing this environmental education endorsement include:

- Research has shown that environmental education improves school performance (Leiberman and Hoody, 2001).
- Environmental education promotes critical thinking and problem solving.
- Environmental education is an ideal vehicle for authentic learning;
- Environmental education is thematic and interdisciplinary, both of which are important components of Kentucky school improvement goals.
- Environmental education is an excellent tool for inquiry-based learning.
- The number one recommendation in Kentucky's official plan for improving environmental literacy is to improve the preparation of teachers to teach environmental topics (Kentucky Environmental Education Council, 2004).
- In a survey conducted by the UK Survey Research Center, 96% of all Kentuckians said environmental education should be taught in the schools.
- Environmental education programs are excellent mechanisms for addressing the goals of WKU's Quality Enhancement Plan, by emphasizing student engagement in dealing with environmental issues that are of global significance.

3.2 **Relationship of the proposed endorsement program to other programs now offered by the department:**

The environmental education endorsement is similar in structure to the endorsements for gifted and talented education (GTE), which is also administered by the Center for Gifted Studies in the Department of Curriculum and Instruction. As with the GTE endorsement, the environmental education endorsement requires 12 hours of coursework. These courses will be incorporated into the graduate program of the students doing the endorsement.

It should also be noted that some of the courses in the endorsement program are also being taken by other graduate students outside of teacher education that are interested in environmental education.

3.3 Relationship of the proposed endorsement program to endorsement programs offered in other departments:

The College of Education and Behavioral Sciences also offers endorsements in the areas of Computer Science (grades 8-12), Driver Education (grades 8-12), English as a Second Language (grades P-12), Gifted Education (grades P-12), Instructional Computer Technology (P-12), and Reading and Writing (Grades P-12). The environmental education endorsement is an option for a student doing graduate work at WKU, while working on Rank II and Rank I certification programs. As with each of the other endorsement programs noted above, this endorsement has its unique characteristics and goals.

3.4 Projected enrollment in the proposed endorsement program:

Informal surveys indicate that the environmental education endorsement will involve approximately 25 students per year. The interest level in the courses already in place indicates that this number will increase over the next several years.

3.5 Similar endorsement programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Currently, there are three institutions of higher education in Kentucky that have developed the Environmental Education Endorsement, P-12, approved by the Kentucky Education Professional Standards Board. They are Murray State University, Northern Kentucky University, and Eastern Kentucky University.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky-certification based endorsement.

3.6 Relationship of the proposed endorsement program to the university mission and objectives:

WKU's Mission states "Western Kentucky University prepares students to be productive, engaged leaders in a global society. It provides service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life throughout its region." Considering the nature of environmental education, providing teachers with the environmental education endorsement to schools in Kentucky represents a strong match to WKU's Mission.

In addition, the WKU Quality Enhancement Plan (QEP) has three student outcomes that also correspond to the goals of environmental education and the qualities that teachers with the environmental education endorsement demonstrate. These QEP outcomes are:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect for diversity of people, ideas, and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.

4. Curriculum:

The curriculum for the proposed Environmental Education Endorsement includes 12 graduate hours:

The following two courses are required:

ENVE 520	Introduction to Environmental Education	3
ENVE 580	Instructional Strategies in Environ. Education	3

The following courses are electives and 6 hours are chosen based on the advice of the student's advisor and the coordinator of the endorsement program:

ENVE 585	Special Topics in Environmental Education	
(repeatable to 6 hours)		1 - 3
EDU 570	Workshops: Environmental Education	1 - 3
EDU 507 or	Principles and Concepts in Geog for Teachers	3
GEOG 507		
REC 532	Environmental Education Resources	3
REC 434g	Environmental Interpretation	3
GEOL 511	The Dynamic Earth	3

5. Budget implications:

These courses are already offered each year and will not require additional offerings at this time. Present faculty will teach these courses. Therefore, no additional costs will be incurred for faculty, equipment or other resources.

6. Proposed term for implementation:

Spring, 2008

7. Dates of prior committee approvals:

Department of Curriculum and Instruction	_____ 8/22/07 _____
CEBS Curriculum Committee	_____ 9/4/07 _____
Professional Education Council	_____ 9/12/07 _____
Graduate Council (for information)	_____ 11/13/08 _____
University Senate (for information)	_____

Attachment: Program Inventory Form

References:

Kentucky Environmental Education Council (2004). *Land, legacy, and learning II: A master plan for environmental education in Kentucky*. [Online]. Available:
<http://www.state.ky.us/agencies/envred/2004MasterPlanFinal.pdf>

Leiberman, G.A. & Hoody, L.I. (2001). *Closing the achievement gap: Using the environment as an integrating context for learning*. Poway, CA: State Education and Environment Roundtable.

**College of Health and Human Services
Department of Social Work
Proposal for an Exception to an Academic Policy
(Action Item)**

Contact Person: Janice Chadha e-mail: janice.chadha@wku.edu Phone: 5-8934

1. Identification of proposed policy exception:

Dropping the GRE requirement for admission to the Master of Social Work Program students with a 2.75 GPA (Traditional Program) or 3.0 (Advanced Standing).

2. Catalog statement of existing policy:

"All degree-seeking students must submit appropriate standardized test scores regardless of their undergraduate grade point average. With two exceptions, all degree programs require the Graduate Record Examination (GRE) General test. The exceptions are the master of Business Administration, which requires the Graduate Management Admission Test (GMAT), and the Master of Arts in Administrative Dynamics, which accept either the GRE or GMAT." (page 12 of WKU Graduate Catalog 2007-2008).

"Specific MSW program admission requirements:

- **A GAP score of at least 2200.**
- **An overall GPA of at least 2.75 for all hours earned past the first 60 semester or 90-quarter hours of the baccalaureate degree (regardless of GAP score), or a minimum score of 800 on the combined verbal and quantitative portion of the Graduate Record Examination (regardless of GAP scores).**
- A Western Kentucky University Master of Social Work program application and personal statement.
- Three completed WKU Master of Social Work program reference forms.
- Demonstrated competence in the use of basic statistical methods through completion, with a minimum grade of "C", of an undergraduate or graduate course covering the portion of the research process involving the quantitative manipulation and analysis of data. This course should cover descriptive and inferential statistics. The student must submit documentation that this prerequisite has been met prior to program admission. Any course presented to fulfill the statistical competence requirement must have been completed within seven years of entrance into the MSW program.
- Completed at least one course from each of the following areas: economics, American government, psychology, sociology, and human biology. These courses must have been completed with a minimum grade of C. Applicants may be enrolled in liberal arts prerequisite courses while their MSW applications are being evaluated, but all of these courses must have been successfully completed before admission to the program. Offers of admission will be contingent upon the successful completion of all required courses."

"Advanced Standing Option Requirements: • Completion of a bachelor of social work (BSW) degree at a Council on Social Work

- Education (CSWE) accredited institution within the previous seven years with a grade point average of 3.0 or higher in social work courses.
- Satisfactory completion of a minimum of 400 hours of educationally based field instruction in direct practice with individuals, families, groups, and communities under appropriate social work supervision. A copy of the student's final field

evaluation must be submitted.

- Completion of courses from the following subject areas within an accredited social work program at the upper-division (junior and senior) level with a grade of “C” or better in each course: Human Behavior and the Social Environment - one course; Social Welfare Policy and Services - one course; Social Work Practice - two courses to include study of intervention methods with individuals, families, small groups and communities; Social Work Research - one course in research methodology.
- Interview may be required.

Provisional Admissions for the Traditional Program

An applicant who believes that her/his individual circumstances warrant consideration for a waiver of the minimum admissions requirement of an undergraduate GPA of 2.75 and 800 on the GRE must petition the MSW Program Director. The request should be attached to this application in the form of a statement entitled “Petition for Exceptional Consideration.” The petition should include a statement indicating how failing to meet the minimum admission requirement of a 2.75 GPA and 800 GRE score does not adequately represent the applicant’s capabilities. The applicant should briefly discuss her/his demonstrated capacity for successful achievement of an arduous MSW program. For example, an applicant might provide evidence of:

1. Superior grades during the final semester(s) of work prior to graduation indicating a trend toward improved performance;
2. Competence through achievement in another graduate program; and
3. Outstanding work experience in human services (volunteer or paid).

The applicant should also discuss how she/he plans to address potential obstacles to successful completion of the program. Finally, the applicant should attest to the accuracy of all information provided in the petition, date and sign the document. The petition must be submitted with the application.”

3. Catalog statement of proposed admission criteria: (changes in bold)

“All degree-seeking students must submit appropriate standardized test scores regardless of their undergraduate grade point average. With **four** exceptions, all degree programs require the Graduate Record Examination (GRE) General test. The exceptions are the Master of Business Administration, which requires the Graduate Management Admission Test (GMAT), and the Master of Arts in Administrative Dynamics, which accept either the GRE or GMAT. **The Departments of Physical Education & Recreation and Social Work do not require either the GRE or GMAT.**” (page 12 of WKU Graduate Catalog 2007-2009).

In addition to using the University’s requirement, the MSW applicant must also produce evidence of the following:

Students with above a 2.75 GPA applying for the 60 hour Traditional Program who otherwise meet admission criteria in the application for the MSW Program are not required to take the GRE for admission.

Students who wish to apply for the MAP program or a graduate assistantship must take the GRE in accordance with Graduate Studies requirements.

The GRE is not required for admission of Advanced Standing Students.

4. Rationale for proposed policy exception:

The Department of Social Work is concerned that we are losing highly qualified students who choose not to apply due to the GRE requirement, which is not common for graduate social work education. We have anecdotal evidence from some students to this effect.

The GRE has not been predictive of success in completion of the MSW program. We have many students who score relatively low who not only graduate, but do well on the comprehensive examination. The passage rate of our MSW graduates for the licensure examination is the highest in Kentucky and among the highest in the United States despite the fact that we have factored the GRE as little as possible under current University guidelines.

Further, the GRE makes us less competitive with area universities (Universities of Louisville, Kentucky, and Tennessee, and Southern Indiana University) who do not require the GRE. Very few MSW programs use the GRE because it does not predict success in our field.

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

Only one (1) of our benchmark universities or nearby programs (14) use the GRE except in low GPA situations. Further, among the top 25 schools of social work nationally, only seven use it under some circumstances. We believe, based on anecdotal data, many excellent students do not apply to our program after viewing this requirement on our website.

Eliminating the GRE would make us more competitive with regional schools (University of Louisville, University of Kentucky, University of Tennessee) This exception would allow greater access to graduate social work education and assist the Department of Social Work to better meet the University Mission regarding the admission and completion of graduate degrees.

6. Proposed term for implementation: Winter 2009

7. Dates of prior committee approvals:

Department of Social Work	8-20-2008
CHHS Graduate Curriculum Committee	9 – 23-2008
WKU Graduate Council	11- 13-2008
University Senate	_____

**College of Health and Human Services
Department of Physical Education & Recreation
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: William Hey, Ph.D. e-mail: william.hey@wku.edu Phone: 5-3347

1. Identification of proposed policy revision:

- Eliminate the GRE for admission to the Master's Programs within the Department of Physical Education and Recreation (PER).

2. Catalog statement of existing policy:

"All degree-seeking students must submit appropriate standardized test scores regardless of their undergraduate grade point average. With two exceptions, all degree programs require the Graduate Record Examination (GRE) General test. The exceptions are the Master of Business Administration, which requires the Graduate Management Admission Test (GMAT), and the Master of Arts in Administrative Dynamics, which accept either the GRE or GMAT." (page 12 of WKU Graduate Catalog 2007-2009).

3. Catalog statement of proposed admission criteria for Dept of PER:

"All degree-seeking students must submit appropriate standardized test scores regardless of their undergraduate grade point average. With **four** exceptions, all degree programs require the Graduate Record Examination (GRE) General test. The exceptions are the Master of Business Administration, which requires the Graduate Management Admission Test (GMAT), and the Master of Arts in Administrative Dynamics, which accept either the GRE or GMAT. **The Departments of Physical Education & Recreation and Social Work do not require either the GRE or GMAT.**" (page 12 of WKU Graduate Catalog 2007-2009).

In addition to using the University's "Alternate Admission for Master's Degree" program as identified on page 14 of 2007 -2009 Graduate Catalog, a PEC applicant must also produce evidence of the following:

- A bachelor's degree from an accredited college or university.
- An official transcript from the college or university granting the baccalaureate degree
- Photocopy of current teacher certification (when applicable)
- Letters of recommendation from employers (when applicable)
- Writing sample
- Résumé
- Written Autobiography with statement of personal objectives
- A cumulative baccalaureate grade point average (GPA) of at least 2.50 on a 4.0 scale OR
- A cumulative GPA of at least a 2.75 on a 4.0 scale in the last
- 60 hours completed OR
- A cumulative GPA of at least a 3.00 in the major content area on a 4.0 scale in the content

4. Rationale for proposed policy exception:

Reviewing the admission requirements for WKU's benchmark universities revealed that 7 require the GRE, 5 do not require the GRE, 2 did not specifically mention the GRE as an admission requirement, 2 stated the GRE was required dependent upon other criteria, and 3 benchmark universities had no related graduate programs.

Regarding universities in Kentucky requiring the GRE as an admission requirement, revealed 5 do require

the GRE, 1 does not, 1 made no mention of a GRE requirement, and 1 had no related graduate programs. This data clearly indicates that WKU would have a competitive advantage over other within the region.

The following information depicts Benchmark Universities GRE Requirements

GRE Required	Yes	No	No PE Grad Degree	No Mention of GRE	GRE Depends
Benchmark Universities	7	5	3	2	2
Kentucky Universities	5	1	1	1	-
Ball State University	No GRE Required				
Eastern Illinois University	The Kinesiology and Sports Studies Department does not require test scores such as the GRE				
Eastern Michigan University	Our School does not require the GRE.				
Indiana State University	No GRE Required				
Montclair State University	No GRE required				
Cal State-Chico	GRE Required				
Cal State-Fresno	GRE required				
Florida Atlantic University-Boca Raton	GRE Required				
MTSU	GRE is required				
SFSU	GRE required				
University of Northern Iowa	GRE required				
Wichita State University	GRE Required (scores within the last five years).				
CeMoSU	No mention of GRE being required				
Oakland University	No mention of GRE Requirement				
Missouri State University	GRE requirement depends on UG GPA or Letters of recommendation				
Western Illinois University	This portfolio may include such items as GRE test scores				
Northern Arizona University	NO GRAD DEGREE IN PE				
Towson University	No Grad degree in PE- Not sure about GRE Requirement				
Youngstown State University	NO GRAD DEGREE IN PE- GRE requirement depends on UG GPA				
U of L	Not sure about GRE				
UK	GRE				
EKU	GRE or MAT				
Murray State	No PE Grad Degree				
Morehead State	GRE				
Northern KY	GRE				
Kentucky State	GRE				

Campbellsville University - NO GRE REQUIRED

- Admission to [Graduate Studies](#)
- Valid teacher's certificate or statement of eligibility
- Official college/university transcripts (Required GPA: 2.75)
- Graduate Record Exam or national Teachers' Examination scores
- Passing PRAXIS scores
- Copy of Professional Growth Plan
- One-page personal essay on purpose/goals for graduate study
- Interview with graduate faculty
- 3 Letters of Recommendation

Ball State University

Physical Education (Adapted PE, Coaching, Sport Administration Master's 2, 3, 4, 8, 9, 10, 11, 12, 14, 15
www.bsu.edu/physicaleducation/graduate Sport Management, Sport and Exercise Psychology, Teacher Education)

- 1) Master's degree
- 2) Official transcripts from all colleges and universities previously attended
- 3) Letters of recommendation
- 4) Graduate Record Exam (GRE): General

- 5) GRE: Subject
- 6) Graduate Management Admission Test (GMAT)
- 7) Sample of scholarly writing
- 8) Personal statement
- 9) Interview and/or audition
- 10) Resume/curriculum vitae
- 11) Departmental application
- 12) Portfolio
- 13) Placement test
- 14) Additional requirements—please contact the department
- 15) Professional experience/specific degree or license—

If you want to pursue a [master's degree program](#), you'll need:

- a bachelor's degree from an institution that is accredited by its regional accrediting association
- either a cumulative baccalaureate grade point average (GPA) of at least 2.75 on a 4.0 scale or a cumulative GPA of at least a 3.0 on a 4.0 scale in the latter half of your baccalaureate

If you plan to pursue a master of business administration (MBA) or master of science degree in accounting, you'll have to have an acceptable combination of cumulative baccalaureate GPA and score on the Graduate Management Admission Test (GMAT).

Master's Degree Applicants: Each department or academic unit establishes the admission standards for its respective degree program. Admission to the university does not guarantee admission to a specific degree program. To be admitted to graduate study toward a master's degree, you must meet the following minimum criteria:

- Hold an earned bachelor's degree from a college or university accredited by its regional accrediting association.
- Have one of the following:
 - an undergraduate cumulative grade point average (GPA) of at least 2.75 on a 4.0 scale
 - a cumulative GPA of at least 3.0 on a 4.0 scale in the latter half of baccalaureate study
 - an acceptable combination of GPA for the baccalaureate and score on the Graduate Management Admission Test (GMAT) if the intended program is master of business administration or accounting
 - a 3.0 GPA in 9 semester hours of graduate work approved by the chairperson of the major department and approved in advance by the graduate dean and a score on the Graduate Record Examination (GRE) acceptable to the academic unit in which you intend to major. You will be considered a probationary student until the conditions of your admission have been met.
- Meet departmental or program admission requirements.

Cal State-Chico

1. Satisfactory grade point average as specified in "Admission to Master's Degree Programs" in the University Catalog.
2. Approval by the department and the Office of Graduate Studies.
3. A major or minor in Kinesiology from an accredited institution, or an equivalent approved by the Office of Graduate Studies and the Graduate Coordinator or, in absence of a degree in Physical Education, completion of the following (or their equivalent): KINE 322 (Biomechanics), KINE 323 (Physiology of Exercise); and two additional courses to be determined by the Graduate Coordinator. These courses must be satisfactorily completed before enrollment in graduate-level courses.
4. A minimum grade point average of 3.0 in the last 60 units of undergraduate work.
5. A score of 1000 on the Graduate Record Examination based on the verbal and quantitative scales.
6. Evidence of computer literacy by completion of PHED 100 or an equivalent course or by examination.
7. Two letters of recommendation.
8. A letter of intent.

Prerequisites for Admission to Classified Status:

In addition to any requirements listed above:

A score of 1275 on the Graduate Record Examination, and no score on any section (verbal, quantitative, or analytical) below 425 (for direct admission to Classified Status).

Cal State-Fresno

Kinesiology, MA Level of Selection – Moderate GPA - 2.7-3.7, 3.2, 3.0 min. on last 60 units
 Required - GRE General or MAT Score Range - 450 min. 430 min. on GRE, 399 min. on MAT
 Most Important Criteria - 3 GPA last 60 units/ GRE/Letters

CeMoSU

An applicant for admission to a master's degree program must have a bachelor's degree. An applicant for admission to an Education Specialist's degree program must have a master's degree. Prerequisite degrees must be from institutions accredited by agencies recognized by the University of Central Missouri. To be accepted into this program, a student must have a major in

exercise science, physical education or appropriate physical education background courses. A minimum undergraduate grade-point average of 2.50 or a grade-point average of 3.0 on 8 semester hours of earned graduate credit is required. The student's program must be planned with the advice and consent of a department adviser. The elective hours may not merely be a collection of courses but must be an integrated and related group of advanced courses fulfilling the department's and student's objectives.

Application Procedures for Degree-Seeking Students–

Individuals interested in pursuing a graduate degree at the University of Central Missouri can contact The Graduate School for application information or visit our web site at <http://www.ucmo.edu/graduate> or apply for international admission at <http://www.ucmo.edu/international>. All application materials should be received by The Graduate School at least three weeks prior to the beginning of the semester in which the student wishes to register. All degree-seeking student applicants must:

1. Submit a formal application for admission to The Graduate School;
2. Submit official transcripts of all undergraduate/graduate course work;
3. Include a \$30 non-refundable application fee; international students should remit \$50.

When all materials are complete The Graduate School will conduct an initial evaluation. Applicant files meeting the requirements for admission to graduate study will be forwarded to the department, as designated by the student, for consideration and recommendation. The department will notify the student of action taken and admission status. A departmental adviser will be assigned and will assist the student in formulating a program of study leading to the attainment of the student's objectives in pursuing graduate work.

Eastern Illinois University

The Kinesiology and Sports Studies department offers a Master of Science degree in three areas: Exercise Science, Pedagogy/Coaching and Sports Administration. The Exercise Science concentration prepares students for employment in corporate employee fitness, hospitals, YMCA, YWCA, health clubs, etc. These courses will aid students in preparation for American College of Sports Medicine (ACSM) certification examinations. The Pedagogy/Coaching concentration provides courses in the areas of curriculum and administration intended to enhance their professional teaching careers. Students interested in sports administration take courses that help prepare them for administration within the broad spectrum of sports in schools, recreation, professional sports, or commercial programs.

Application to the Kinesiology and Sports Studies graduate program starts by applying to the EIU Graduate School. Admissions instructions can be found at the [Graduate School web site](#). Students are also encouraged to apply for a Graduate Assistantship also available on the Graduate School web page. **The Kinesiology and Sports Studies Department does not require test scores such as the GRE for admission.** Graduate Assistantship applications require three letters of recommendation sent to the Kinesiology and Sports Studies Department, Jake Emmett, Graduate Coordinator, 600 Lincoln Avenue, Charleston, IL 61920.

The degree offered is a 32 hour Master's in Physical Education with a thesis option. The majority of full time students complete the degree program in one academic year plus a summer school session however the program is designed to accommodate part-time students with many afternoon and evening classes. As part of a capstone experience for the graduate students, an intensive oral examination is given by a panel consisting of graduate faculty chosen by the student.

Eastern Michigan University

We offer master degree programs in the areas of [Exercise Physiology](#), [Health Education](#), [Orthotics and Prosthetics](#), [Physical Education Pedagogy](#), [Adapted Physical Education](#) and [Sport Management](#).

Eastern Michigan University expects students to have a minimum 2.5 grade point average when applying to graduate school. **Our School does not require the GRE.**

Please take a look at each program for additional information. If you have questions about the application process, or have general questions about our School's programs, please contact Dr. Brenda Riemer at briemer@emich.edu, or 734.487.7120, ext. 2745.

Florida Atlantic University-Boca Raton

1. Students must complete all College of Education and FAU requirements.
2. Any applicant seeking admission to the M.S. program in ESHP must have:

a. A minimum GPA of 3.0 in the last 60 credits of undergraduate work attempted, prior to receiving the Bachelors degree, and a minimum combined score of 800 on the verbal and quantitative portions of **the GRE.**

OR

b. A minimum GPA of 2.5 in the last 60 credits of undergraduate work attempted, prior to receiving the Bachelors degree, and a minimum combined score of 1000 on the verbal and quantitative portions of **the GRE.** Refer to the FAU graduate catalog for information concerning "Admission to Candidacy" and "Degree".

Degree Requirements

Program completion criteria for the MS degree program: Students who complete all required work in the ESHP program will be awarded a M.S. degree. To be eligible for graduation the student must:

1. Satisfy all University, College, and Department requirements.
2. Complete at least 18 semester credit hours in courses open only to graduate students and achieve a grade point average of at least 3.0 on all ESHP graduate work attempted. (Individuals without an undergraduate degree in ESHP must complete the ESHP core courses and science prerequisites with a "C" or better in each course.)
3. Complete an approved program of study and satisfactorily complete all exit assessments.
4. Complete the research and statistics core satisfactorily.
5. Be recommended for graduation by the faculty of the ESHP Department and College of Education.

Indiana State University

Degree – MA

GRE Test Required – no

Letters of Rec – no

Suplimental Dept Req - no

MTSU

Degree – MS

Letters of Ref req

GRE or MAT is required

Missouri State University

The Graduate Council sets the minimum standards for full admission to graduate study. Additional requirements and higher standards may be stipulated for specific graduate programs, and applicants should check for such requirements in the departmental section of this catalog. The minimum requirements for graduate admission are:

1. A bachelor's degree from a college or university accredited by agencies recognized by Missouri State University; AND a cumulative grade point average of at least 2.75 on a 4.00 scale, **OR** at least a 2.75 grade point average on a 4.00 scale for the last 60 hours of academic course work; **OR** have a score of 475 or higher on either the verbal or quantitative section of the Graduate Record Examination, AND a score of not less than 400 on the other section; **OR**

2. A bachelor's degree from a college or university NOT accredited by an agency recognized by Missouri State University, a cumulative grade point average of at least 2.75 on a 4.00 scale, **OR** at least a 2.75 grade point average on a 4.00 scale for the last 60 hours of academic course work; **AND** a Graduate Record Examination score of 475 or above on either the verbal or quantitative section, AND a score of not less than 400 on the other section; **OR**

3. A bachelor's degree from a college or university recognized by Missouri State University; AND recommendation in writing by both the department head of the student's desired major area and the dean of the college in which that discipline is located, and the approval of the Dean of the Graduate College.

Montclair State University

PHYSICAL EDUCATION (CERTIFICATE)

Transcripts: 1 (*)

Essay: No

Research Essay: No

Portrait of a

Teacher: 1

Letters of Recommendation: 2

Teacher Certification: No

Tests: No

Northern Arizona University

NO GRAD DEGREE IN PE

Oakland University

Applicants for the Master of Science in exercise science program should hold a bachelors degree from an accredited institution with an undergraduate cumulative grade point average (GPA) of 3.00 or above. They should have completed the required prerequisite course work at the appropriate undergraduate or graduate level. Applicants who are deficient

in no more than 8 credit hours, or have less than a 3.00 cumulative GPA, may be considered for conditional admission status.

SFSU

Students wishing to pursue a master's degree in physical education should have a bachelor's degree with a major or minor in kinesiology. For clear admission into the graduate program an applicant must have an overall grade-point average of 2.5 and a grade-point average of 2.8 on the last 60 hours of undergraduate work, each on a 4.0 scale. The student must also present acceptable scores on the General Test of the Graduate Record Examination (GRE). For complete information regarding admission, see the graduate bulletin. Admission Information: A candidate for graduate school must submit the following:

- completed application form to the Graduate School
- official transcript of academic work to the Graduate School
- official copies of **Graduate Record Exam (GRE)** scores to the Graduate School

Towson University

No Grad degree in PE

University of Northern Iowa

GRE required

Western Illinois University

Applicants for admission to the graduate program in kinesiology and sport management must have a 3.0 overall for four years or a 3.2 GPA for the last two years. Any student failing to meet the minimum requirement can be admitted on probation with a GPA of 2.75-2.99. Probationary students must petition for full admission after completing nine graduate hours that include KIN 511 or KIN 512 with a minimum of a 3.0 GPA. Each applicant to the graduate program will submit a biographical statement which includes a statement of future goals and addresses any prior academic, nonacademic, and employment experiences.

Applicants with a cumulative GPA between 2.5-2.74 may be considered for probationary admission based on a review by the graduate committee of an additional portfolio submitted by the applicant. The additional material included in the portfolio is intended to assist the graduate committee's evaluation of the applicant's potential success as a graduate student in the Department of Kinesiology.

This portfolio will include two components. The academic component will include the applicant's undergraduate GPA and **may include such items as GRE test scores**, results from completed courses (graduate or undergraduate) that are not part of the undergraduate GPA, and other items that the applicant deems appropriate. The professional component will include the biographical statement (see above), and may include additional information such as letters of recommendation, a description of professional training, work experience and other items that the applicant deems appropriate.

A maximum of 6 hours of graduate course work completed before a student is admitted to the Kinesiology or Sport Management program may count toward meeting the requirements of the master's degree

Wichita State University

Applicants must submit the Graduate Record Examination (scores within the last five years).

Youngstown State University

Minimum requirements for admission to the School of Graduate Studies and Research are the following:

A bachelor's degree from a college or university certified by a regional accrediting agency (e.g., North Central Association of Colleges and Schools) approved by the U.S. Department of Education. An unrecalculated cumulative grade point average in undergraduate work of at least 2.7 (on a 4.0 scale). If an undergraduate course has been repeated, all grades received will figure in the calculation of the grade point average.

Satisfactory preparation for the graduate program in which the student wishes to enroll as specified by the department of the major

A test of written/spoken English, which the University reserves the right to request, of any entering graduate student whose primary language is not English **Degree-seeking students having an undergraduate GPA below 2.7** must present a satisfactory score on the general test of the Graduate Record Exam, the Miller Analogies Test, or graduate-level subject specific exam as specified by the department of the major

The applicant is reminded to check specific admission requirements of the program in which he or she wishes to enroll to determine if there are any additional requirements.

NO GRAD DEGREE IN PE

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

This exception would allow greater access to graduate Physical Education & Recreation (PEC) education and assist the PEC department to better meet the University mission regarding the admission and completion of graduate degrees.

6. Proposed term for implementation: Winter 2009

7. Dates of prior committee approvals:

Department of Physical Education September 24, 2008

CHHS Curriculum Committee November 12, 2008

University Curriculum Committee November 13, 2008

University Senate _____