

Western Kentucky University  
Office of the Dean  
745-2446

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.

Proposal Date: February, 2008

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

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.

Braithwaite, D. O., & Baxter, L. A. (Eds.), (2006). *Engaging theories in family communication: Multiple perspectives*. Thousand Oaks, CA: Sage.

Vangelisti A. (Ed.) (2004). *Handbook of family communication*. Mahwah NJ: Erlbaum

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

Braithwaite, D. O. (2002). Married widowhood: Maintaining couplehood when one spouse is living in a nursing home. *Southern Communication Journal*, 67, 160- 179.

Daly, K. (1988). Reshaped parenthood identity; the transition to adoptive parenthood. *Journal of Contemporary Ethnography*, 17, 40-66.

Durham, W. T. (2008). The rules-based process of revealing/concealing the family planning decisions of voluntarily child-free couples: A communication management perspective. *Communication Studies*, 59(2), 132-147.

Harwood, J., Raman, P., & Hewstone, M. (2006). The family and communication dynamics of group salience. *Journal of Family Communication*, 6, 181-200.

Schrodt, P., Baxter, L. A., Braithwaite, D. O., Bryant, L., Wagner, A. (2006). Development and validation of the stepfamily life index. *Journal of Social and Personal Relationships*, 23(3), 427-444.

Thompson, B. (2008). Characteristics of parent-teacher e-mail communication. *Communication Education*, 57, 201-223.

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**

Proposal Date: January 22, 2009

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

Contact Person: Andrew McMichael

[Andrew.McMichael@wku.edu](mailto:Andrew.McMichael@wku.edu)

x57023

**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**

Proposal Date: January 22, 2009

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

Contact Person: Andrew McMichael

[Andrew.McMichael@wku.edu](mailto: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**

Proposal Date: January, 22 2009

**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**

Proposal Date: January, 22 2009

**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**



**Proposal date: 1/26/09**

**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](mailto: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:**

Current Program	Revised Program
<b>Required 9 hours</b>	All courses are 3 hours unless otherwise noted.
ELED 503- Organization of the Elementary School Curriculum 3	<b>Required Core 9-12 hours</b> ELED 503- Organization of the Elementary School Curriculum
EDFN 500- Research Methods 3	EDFN 500- Research Methods*
EDU 501- Seminar: Designing the Professional Development Plan 2	EDU 501- Seminar: Designing the Professional Development Plan (2 hours)
EDU 596- Portfolio Development and Professional Educator Growth Plan 1	EDU 596- Portfolio Development and Professional Educator Growth Plan (1 hour)

**Restricted General  
Electives 9 hours +**

ELED 505- Advanced Materials and Methods in Modern Mathematics for Elementary Teachers	3
ELED 506- Seminar in Elementary School Science	3
ELED 507- Advanced Materials and Methods in Social Studies	3
EDU 544- Teaching Strategies	3

LTCY 519- Reading Foundations of Reading Instruction	3
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**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)**

**\* EDFN 500 should be  
completed within the first  
12 hours of the student's  
program.**

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

ELED 505- Advanced Materials and Methods in Modern Mathematics for Elementary Teachers
ELED 506- Seminar in Elementary School Science
ELED 507- Advanced Materials and Methods in Social Studies
EDU 544- Teaching Strategies

**EDU522 Foundations of  
Differentiated Instruction  
EDU 524 Educational  
Assessment  
EDU 507 Geography for  
Teachers  
(Crosslisted with GEOG  
507)**

GTE 536 Needs Gifted/  
Students  
ENVE 580 Instructional  
Strategies Environmental  
Education  
LTCY 519- Reading  
Foundations of Reading  
Instruction

**LTCY 624- Seminar in**

			<b>Reading Problems OR LTCY 524- Content area Literacy</b>
<b>Required Psychology Elective (3 hours)</b> PSY 510- Advanced Educational Psychology 3 PSY 511- Psychology of Learning 3 PSY 519- Psychological Perspectives on Classroom Behavior 3 PSY 540- Behavioral Problems of Childhood and Adolescence 3			<b>Required Psychology Elective (3 hours)</b> PSY 510- Advanced Educational Psychology PSY 511- Psychology of Learning PSY 519- Psychological Perspectives on Classroom Behavior PSY 540- Behavioral Problems of Childhood and Adolescence
<b>General Content Electives (6-9 hours)- Advisor Approval</b> <b>Art, Biology, Chemistry, Communication, Economics, English, English as a Second Language, Folk Studies, Geography, Geology, Government, History, Languages, Mathematics, Music, Physics, Sociology, Theatre</b>	6-9		<b>General Content Electives (6-12 hours) Advisor approved courses from the following content areas:</b> <b>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:</b> LME 410G- Storytelling LME 411G- Creative Media Experiences for Children LME 518- Advanced Children's Literature CNS 580 – Family Life Studies CNS 586- Parenting Issues PH 465G- Health and Safety in the Elementary School PH 467G- Drug Abuse Education
<b>Restricted Content Electives (0-3 hours)</b> LME 410G- Storytelling 3 LME 411G- Creative Media Experiences for Children LME 535- Survey of Educational Technology Practices LME 537-Principles of			

<p>Educational Technology Applications LME 518- Advanced Children's Literature CNS 580- Family Life Studies PH 465G- Health and Safety in the Elementary School 3 PH 467G- Drug Abuse Education 3 PH 468G- Sexuality Education 3 PH 481G- Environmental Health 3 PH 51G- Violence Prevention 3  AMS 465G- Industrial Technology for Elementary Teachers 3  JOUR 481G- Problems in Mass Communication ECON 505W- Economics for Teachers MATH 507- Mathematics for Elementary Teachers 3 BIOL 507- Biology for Elementary Teachers 3 <b>Deficiencies- 3 hours</b> EXED 516- The Exceptional Child 3</p>	<p>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  <b>Students may substitute course work from any of the following:</b> <b>Endorsements for restricted electives:</b> English as a Second Language, Gifted and Talented Education, <b>Environmental Education</b>, Educational Technology, or <b>other approved endorsements.</b></p>
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Current Admission Policy	Proposed Admission Policy
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	<p>Admission criteria for the MAE in Elementary Education vary, depending on the student's undergraduate institution and GPA.</p> <ul style="list-style-type: none"> <li>No GRE qualifying score will be</li> </ul>

<p>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:</p> <ul style="list-style-type: none"> <li>• Hold or be eligible to hold a teaching certificate at the elementary level, OR</li> <li>• Have a valid elementary conversion program on file with the Office of Teacher Services.</li> </ul> <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</i></p>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>All applicants to the MAE program in Elementary Education must:</p> <ul style="list-style-type: none"> <li>• Hold or be eligible to hold a teaching certificate at the elementary level, OR</li> <li>• Have a valid elementary conversion program on file with the Office of Teacher Services.</li> </ul> <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</i></p>
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**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:**

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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: 2/13/09

**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](mailto:tabitha.daniel@wku.edu), 5-2615

**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:**

Current Program	Revised Program
Professional Development Component	All courses are 3 hours except where noted.  <b>Restricted Elective Component (3 hours)</b> <b>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)</b>  <b>Professional Development Component (3 hours)</b>



EDU 501- Seminar: Designing a Professional Development Plan	2	EDU 501- Seminar: Designing a Professional Development Plan (2 hours)	
EDU 596- Portfolio Development & Professional Education Growth Plan	1	EDU 596- Portfolio Development & Professional Education Growth Plan (1 hour)	
<b>Educational Psychology Component (3 hours)</b>		<b>Educational Psychology Component (3 hours)</b>	
PSY 510- Advanced Educational Psychology	3	PSY 510- Advanced Educational Psychology	
PSY 511- Psychology of Learning	3	PSY 511- Psychology of Learning	
PSY 519- Psychological Perspectives on Classroom Behavior	3	PSY 519- Psychological Perspectives on Classroom Behavior	
<b>Strategies Component (3 hours)</b>		<b>Strategies Component (3 hours) Other courses may be selected with permission of the Department Head.</b>	
EDU 544- Classroom Teaching Strategies	3	EDU 544- Classroom Teaching Strategies	
GTE 537- Curriculum, Strategies & Materials for Gifted Students	3	GTE 537- Curriculum, Strategies & Materials for Gifted Students	
ENVE 580- Instructional Strategies Environmental Education	3	ENVE 580- Instructional Strategies Environmental Education	
LTCY 524- Content Area Literacy	3	LTCY 524- Content Area Literacy	
LTCY 444G- Reading Secondary Grades	3	LTCY 444G- Reading Secondary Grades	
		<b>EDU522- Foundations of Differentiated Instruction</b>	
		<b>EDU 524- Educational Assessment</b>	
<b>Curriculum Component (3 hours)</b>		<b>Curriculum Component (3 hours)</b>	
SEC 580- The Curriculum	3	SEC 580- The Curriculum	
MGE 571- Middle School Curriculum	3	MGE 571- Middle School Curriculum	
<b>Restricted Elective Component (3 hours)</b>			

EXED 516- The Exceptional Child	3	
<b>Research/Assessment Component (3 hours)</b>		<b>*Research/Assessment Component (3 hours)</b>
EDFN 500- Research Methods OR	3	EDFN 500- Research Methods, OR
Content Specific Research Course	3	Content Specific Research Course
		*EDFN 500 or content-specific research course should be completed within the first 12 hours of the student's program.
<b>Specialization Component (12 hours) – From discipline which candidate is certified</b>	12	<b>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.</b>

<b>Current Admission Policy</b>	<b>Proposed Admission Policy</b>
<p>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:</p> <ul style="list-style-type: none"> <li>• Hold or be eligible to hold a teaching certificate at the elementary level, OR</li> <li>• Have a valid middle grades conversion program on file with the Office of Teacher Services.</li> </ul> <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in</i></p>	<p>Admission criteria for the MAE in Middle Grades Education vary, depending on the student's undergraduate institution and GPA:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>

<p><i>Education.)</i></p>	<p>(undergraduate and graduate) and a valid teaching certificate for middle grades. A copy of the certificate must be submitted with the application.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>All applicants to the MAE program in Middle Grades Education must:</p> <ul style="list-style-type: none"> <li>• Hold or be eligible to hold a teaching certificate at the middle grades level, OR</li> <li>• Have a valid middle grades conversion program on file with the Office of Teacher Services.</li> </ul> <p><i>(Note: Conversion program must be completed prior to or simultaneously with the MA in Education.)</i></p>
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**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	<u>February 13, 2009</u>
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CEBS Curriculum Committee	___April 7, 2009___
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Professional Education Council	___April 8, 2009___
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Graduate Council	___April 9, 2009___
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University Senate	_____
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**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](mailto: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:**

Current Program		Revised Program
<b>Professional Development Component</b>		All courses are 3 hours unless otherwise noted.
EDU 501- Seminar:	1	<b>Professional Development Component (3 hours)</b> EDU 501- Seminar: Designing a Professional Development Plan (2 hours)
Designing a Professional Development Plan		
EDU 596- Portfolio Development & Professional Education Growth Plan	2	EDU 596- Portfolio Development & Professional Education Growth Plan (1 hour)
<b>Educational Psychology</b>		<b>Educational Psychology</b>

<b>Component (3 hours)</b> PSY 510- Advanced Educational Psychology 3 PSY 511- Psychology of Learning 3 PSY 519- Psychological Perspectives on Classroom Behavior 3 <b>Strategies Component (3 hours)</b>	<b>Component (3 hours)</b> PSY 510- Advanced Educational Psychology PSY 511- Psychology of Learning PSY 519- Psychological Perspectives on Classroom Behavior <b>Strategies Component (3 hours) Other courses may be selected with permission of the Department Head.</b>
EDU 544- Classroom Teaching Strategies 3 GTE 537- Curriculum, Strategies & Materials for Gifted Students 3 ENVE 580- Instructional Strategies Environmental Education 3 LTCY 524- Content Area Literacy 3 LTCY 444G- Reading Secondary Grades 3	EDU 544- Classroom Teaching Strategies GTE 537- Curriculum, Strategies & Materials for Gifted Students ENVE 580- Instructional Strategies Environmental Education LTCY 524- Content Area Literacy LTCY 444G- Reading Secondary Grades
<b>Curriculum Component (3 hours)</b>	<b>EDU522 Foundations of Differentiated Instruction</b> <b>EDU 524 Educational Assessment</b>
SEC 580- The Curriculum 3 MGE 571- Middle School Curriculum 3	<b>Curriculum Component (3 hours)</b> SEC 580- The Curriculum MGE 571- Middle School Curriculum
<b>Restricted Elective Component (3 hours)</b>	<b>Restricted Elective Component (3 hours)</b> <b>EXED 516- The Exceptional Child ( An approved elective may be substituted if an Exceptional Education course is on the student's graduate or undergraduate</b>

<p>EXED 516- The Exceptional Child <b>Research/Assessment Component (3 hours)</b></p> <p>EDFN 500- Research Methods Content Specific Research Course</p> <p><b>Specialization Component (12 hours) – From discipline which candidate is certified</b></p>	<p><b>transcript)</b></p> <p><b>Research/Assessment Component (3 hours)*</b></p> <p>EDFN 500- Research Methods Content Specific Research Course</p> <p>*EDFN 500 or other research course should be completed within the first 12 hours of the student's program.</p> <p><b>Specialization Component (12 hours)</b> <b>Advisor-approved courses selected from discipline in which candidate is certified</b> <b>OR</b> <b>course work to complete any of the following endorsements:</b> <b>English as a Second Language, Gifted and Talented Education, Environmental Education, Educational Technology, or other approved endorsements.</b></p>
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**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.
- 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.

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

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

Department of Curriculum and Instruction	<u>November 13, 2008</u>
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: March 2, 2009

**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](mailto: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

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 John 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**

Proposal Date: 10/30/08

**Office of Graduate Studies and Research  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Philip Lienesch, [Philip.Lienesch@wku.edu](mailto: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

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