

Western Kentucky University  
Office of the Dean  
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: September 2010

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. Temporary Course

ELED 571 Leadership, Math and Technology Education (June 10, 2010)\*

II. Create a Course

CS 570 Security in Computing (May 13, 2010)

RELS 500 Theory and Method in the Study of Religion (May 13, 2010)

RELS 598 Independent Study in Religion (May 13, 2010)

RELS 599 Thesis Writing (May 13, 2010)

RELS 601 Graduate Seminar in Religious Studies (May 13, 2010)

RELS 602 Thesis and Project Development Seminar (May 13, 2010)

RELS 603 Thesis and Project Capstone Colloquium (May 13, 2010)

RELS 610 Teaching Practicum in Religious Studies (May 13, 2010)

IECE 423G Interdisciplinary Services for Young Children with Low  
Incidence (June 10, 2010)

CNS 675 Advanced Career Counseling and Services Administration  
(June 10, 2010)

III. Delete a Course

CS 567 Microcomputer Operating Systems (May 13, 2010)

LTCY 421G Reading in the Middle School (May 13, 2010)

LTCY 444G Reading in the Middle/Secondary Grades (May 13, 2010)

IV. Revise Course Title

MUS 509 General Music in the Elementary and Middle Schools  
(May 13, 2010)

MUS 514 General Music in the Secondary Schools (May 13, 2010)

V. Reactivate Suspended Course

ACCT 500 Advanced Financial Accounting (May 13, 2010)

ACCT 510 Advanced Accounting Information Systems and Control  
(May 13, 2010)

ACCT 520 Seminar in Advanced Managerial Accounting (May 13, 2010)

ACCT 530 Seminar in Tax Research and Planning (May 13, 2010)

ACCT 540 Advanced Auditing Standards and Applications (May 13, 2010)

ACCT 550 Seminar in Accounting for Nonprofit Organizations (May 13, 2010)

ACCT 598 Independent Study in Accounting (May 13, 2010)

VI. Multiple Revisions to a Course

- CS 550 Advanced Computer Networks (May 13, 2010)
- CS 565 Data Mining (May 13, 2010)
- ACCT 500 Advanced Financial Accounting Theory and Practice  
(May 13, 2010)
- ACCT 510 Advanced Accounting Information Systems and Control  
(May 13, 2010)
- ACCT 520 Seminar in Advanced Managerial Accounting (May 13, 2010)
- ACCT 530 Seminar in Tax Research and Planning (May 13, 2010)
- ACCT 540 Advanced Auditing Standards and Applications  
(May 13, 2010)
- ACCT 550 Seminar in Accounting for Nonprofit Organizations  
(May 13, 2010)
- ACCT 598 Independent Study in Accounting (May 13, 2010)

VII. Revise a Program

- MS Computer Science, Ref. #117 (May 13, 2010)
- MAE Music Education, Ref #089 (May 13, 2010)
- MS Communication Disorders, Ref.#114 (June 10, 2010)

VIII. Revise a Certificate

- Certificate in Organizational Communication, Ref. #175 (June 10, 2010)

IX. Revise a Rank or Certification Only program (Information Only)

- Planned Sixth Year (Rank I) Education Administration, Ref. #121\*  
(May 13, 2010)
- Certification in Education Administration, Ref. #131\* (May 13, 2010)
- Certification-Only in Teacher Education: Director of Special Education  
level 1 and 2, Ref. #132: KDS1 & KDS2\* (June 10, 2010)
- Planned Sixth-Year (Rank I) Director of Special Education, Ref. #0426\*  
(June 10, 2010)

X. Create Certificate

- Certificate in Religious Studies (May 13, 2010)
- Certificate in Career Counseling (June 10, 2010)

XI. Create New Academic Degree Type

- Master of Accountancy (May 13, 2010)

XII. Create New Program

- Master of Accountancy (May 13, 2010)
- MA Religious Studies (May 13, 2010)

Proposal Date: 04/01/2010

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Janet Tassell, [janet.tassell@wku.edu](mailto:janet.tassell@wku.edu), 270-745-5306

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: ELED 571
- 1.2 Course title: Leadership, Math and Technology Education
- 1.3 Abbreviated course title: Leadership, Math & Tech Ed
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Focuses on increasing elementary teachers' knowledge of mathematics and technology pedagogy, leadership specific to math and technology initiatives in the school, and current research on technology and mathematics pedagogy in education.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: This course will be a critical component of the Math and Technology Leadership Academy that was approved and funded as part of a three-year Toyota grant award. A cohort group of eighteen teachers will complete this first course in the fall 2010. This course will be part of a three-course sequence.
- 2.2 Relationship of the proposed course to courses offered in other academic units:

WKU offers the following courses which have some overlap in content: MATH 500 Readings in Mathematics offers students opportunities to investigate current research in mathematics and MATH 504 Computer Applications to Problems in Mathematics teaches computer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra; LEAD 500 Effective Leadership Studies provides a focus on general leadership perspectives; AMS courses offered at the graduate level lead to a Master of Science in technology management and focuses on business and industrial applications; in the computer science courses the focus is on computer programming and engineering. However, ELED 571 focuses more broadly on research and readings specific to mathematics, technology, and leadership pedagogy in the elementary school. The above listed courses go beyond the scope of the proposed ELED 571 course in terms of course objectives as they relate to depth of math and technology content and the overall focus of the preparation (i.e., fields of

business, engineering, computer programming). Additionally, ELED 571 has requirements not included in any of the courses listed above related to field experiences, development of curriculum specific to mathematics and technology integration at the elementary school level.

### **3. Description of proposed course**

#### **3.1 Course content outline**

- Knowledge of mathematics and pedagogy
  - Current research in math pedagogy
  - Common Core Standards
- Knowledge of technology and pedagogy
  - Current research in technology pedagogy
  - Standards: NETS-S
- Leadership development in math and technology initiatives and school culture
  - Current research in leadership and change process
  - Leadership qualities
  - Leadership in Math – Elementary Math Specialist Standards
  - Leadership in Technology – NETS-T, NETS-Leaders, and LoTi
  - Program evaluation for math, technology, and culture at your school
  - How are parents involved?
  - How are administrators involved?
  - What are appropriate roles?
  - How are you a leader in your school in math or technology? What are you selling? How do you get colleagues to buy in?

#### **3.2 Tentative text(s)**

Johnson, A. V. (2010). Teaching mathematics to culturally and linguistically diverse learners. Boston: Allyn & Bacon.

Razik, T. A., and Swanson, A. D. (2010). Fundamental concepts of educational leadership and management. 3<sup>rd</sup> ed. Boston: Allyn & Bacon.

Picciano, A. G. (2011). Educational leadership and planning for technology, 5<sup>th</sup> ed. Boston: Allyn & Bacon.

Tucker, B. F., Singleton, A. H., and Weaver, T. L. (2006). Teaching mathematics to all children: Designing and adapting instruction to meet the needs of diverse learners. 2<sup>nd</sup> ed. Princeton, NC: Merrill.

### **4. Second offering of a temporary course (if applicable)**

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

### **5. Term of Implementation: Fall 2010**

### **6. Dates of review/approvals:**

School of Teacher Education:	April 9, 2010
CEBS Curriculum Committee	May 4, 2010
Professional Education Committee	May 12, 2010
Graduate College	____(June 10, 2010)____
Provost:	_____

**Attachment: Course Inventory Form**

Proposal Date: Feb 03, 2010

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

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 745-8848

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CS 570
- 1.2 Course title: Security in Computing
- 1.3 Abbreviated course title: Security in Computing
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: CS 445G or CS 450G or equivalent
- 1.7 Course catalog listing:

Essential techniques in cryptography and computer security. Privacy issues in a broad range of computing contexts. Topics include program security, trusted operating systems, database/data mining security, and network security.

**2. Rationale:**

- 2.3 Reason for developing the proposed course:

With the development of techniques in computer and information system applications, especially internet applications, the need for security and privacy is expected to grow. The proposed course will provide a comprehensive overview of security and privacy issues, including algorithmic development and application implementation that take these issues into account.

- 2.4 Projected enrollment in the proposed course:  
20 to 30 students each year based on current enrollment in the CS graduate program.
- 2.5 Relationship of the proposed course to courses now offered by the department:  
  
No comparable course is offered by the department.
- 2.6 Relationship of the proposed course to courses offered in other departments:

CIT offers system security courses at the undergraduate level, but those courses focus on using existing security tools in a business setting. No course at the university is dedicated to the graduate level security topics included in the proposed course.

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

Several universities, such as Purdue University (CS526, Information Security), University of Illinois at Springfield (CS570, Security in Computing), and University of Memphis (MIS 7670, Computer and Network Security), offer courses similar to this one.

**3. Discussion of proposed course:**

3.1 Course objectives:

This course is designed for students to learn about the threats to computer security, understand what causes these threats by studying how vulnerabilities arise in the development and use of computer systems, survey the controls that can reduce or block these threats, and develop a computing style that balances security and risk.

3.2 Content outline:

- Elementary cryptography
- Program security.
- Protection in general-purpose operating systems
- Trusted operating system
- Database and data mining security
- Security in networks
- Privacy in computing

3.3 Student expectations and requirements:

Students are expected to attend class regularly, complete the required assignments and laboratory exercises, and take the required examinations.

3.4 Tentative texts and course materials:

Security in Computing 4/e  
Charles P. Pfleeger and Shari L. Pfleeger  
Prentice Hall, 2009  
ISBN 0-13-239077-9

**4. Resources:**

- 4.1 Library resources:  
None
- 4.2 Computer resources:  
Existing computer lab.

**5. Budget implications:**

- 5.1 Proposed method of staffing:  
Existing faculty
- 5.2 Special equipment needed:  
None
- 5.3 Expendable materials needed:  
None
- 5.4 Laboratory materials needed:  
None

**6. Proposed term for implementation:** Spring 2011

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

Mathematics and Computer Science Department:	<u>Feb 24 2010</u>
Ogden College Graduate Committee	<u>04/30/10</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	<u></u>

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: February 8, 2010

**Potter College of Arts and Letters  
Department of Philosophy and Religion  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Eric Bain-Selbo, x55744, [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu)

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 500
- 1.2 Course title: Theory and Method in the Study of Religion
- 1.3 Abbreviated course title: THEORY/METHOD IN STUDY OF REL
- 1.4 Credit hours and contact hours: 4 and 52
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: Graduate student or permission of instructor.
- 1.7 Course catalog listing: An introduction to key theoretical and methodological approaches to the comparative study of religion—including sociological, psychological, anthropological, textual and other approaches.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will serve as an introduction to the MA program in Religious Studies. In particular, it will focus on key theoretical and methodological approaches to the comparative study of religion, providing students with an array of analytical tools with which to interpret and understand religious traditions, practices, beliefs, and phenomena.
- 2.2 Projected enrollment in the proposed course: 8-10, based on projected estimates for the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is similar to RELS 402 (Religious Studies as a Discipline) at the undergraduate level. As a graduate-level course, however, students will be introduced to an even broader and more difficult range of theoretical and methodological approaches. They also, of course, will be expected to produce graduate level scholarship. The current plan is to delete RELS 402 (the course has not been taught for a number of years) and encourage particular strong and interested undergraduate students to take RELS 500 instead.
- 2.4 Relationship of the proposed course to courses offered in other departments: While the content of this course is unique to the discipline of Religious Studies, this course certainly is similar in intent to a number of courses in other graduate programs at WKU—such as HIST 535 (Historiography) and SOCL 512 (Sociological Theory).
- 2.5 Relationship of the proposed course to courses offered in other institutions: This kind of theory and method course is typical among MA

programs across the country. Our course would be similar to RELS 600B (Formative Approaches to the Study of Religion) at Miami University, RLST 6830 (Introduction to the Academic Study of Religion) at the University of Colorado, and REL 5035 (Theory and Method in the Study of Religion) at Florida State University.

**3. Discussion of proposed course:**

3.1 Course objectives: By the conclusion of this course, students will be able to

- distinguish between various theoretical/methodological approaches to the study of religion;
- identify key scholars representing various approaches;
- effectively communicate (orally and in written work) the main characteristics and strengths/shortcomings of various approaches.

3.2 Content outline:

I. Conceptualizing the Academic Study of Religion

II. Key Theoretical/Methodological Approaches

- A. Sociological
- B. Psychological
- C. Anthropological
- D. Philosophical
- E. Phenomenological
- F. Others

III. Issues and Problems in the Comparative Study of Religion

3.3 Student expectations and requirements: Students will be expected to master the literature presented in the course and engage in independent research to broaden their understanding of that literature. They must be active participants in the seminar discussions, including taking responsibility for leading sessions or parts of sessions. At the end of the course students must take a comprehensive written examination based on the literature.

3.4 Tentative texts and course materials: This list of texts represents the kinds of materials from which faculty teaching this course likely would draw.

Asad, Talal – *Genealogies of Religion*

Bell, Catherine – *Ritual Theory, Ritual Practice*

Berger, Peter – *The Sacred Canopy: Elements of a Sociological Theory of Religion*

Douglas, Mary – *Purity and Danger*

Durkheim, Emile – *The Elementary Forms of Religious Life*

Eliade, Mircea – *Myths, Dreams, and Mysteries*

Eliade, Mircea – *Patterns in Comparative Religion*

Eliade, Mircea – *The Myth of the Eternal Return*

Eliade, Mircea – *The Sacred and the Profane*  
 Evans-Pritchard, E. E. – *Nuer Religion*  
 Evans-Pritchard, E. E. – *Theories of Primitive Religion*  
 Fabian, Johannes – *Time and the Other: How Anthropology Makes Its Object*  
 Freud, Sigmund – *Moses and Monotheism*  
 Freud, Sigmund – *The Future of an Illusion*  
 Freud, Sigmund – *Totem and Taboo*  
 Geertz, Clifford – *The Interpretation of Cultures*  
 James, William – *The Varieties of Religious Experience*  
 Jung, C.G. – *Man and His Symbols*  
 Jung, C.G. – *Modern Man in Search of a Soul*  
 Kant, Immanuel – *Religion Within the Bounds of Reason Alone*  
 Levi-Strauss, Claude – *Tristes Tropiques*  
 Lincoln, Bruce – *Discourse and the Construction of Society: Comparative Studies of Myth, Ritual, and Classification*  
 Long, Charles – *Significations: Signs, Symbols, and Images in the Interpretation of Religion*  
 Mahmood, Saba – *The Politics of Piety*  
 McCutcheon, Russell – *Manufacturing Religion: The Discourse on Sui Generis Religion and the Politics of Nostalgia*  
 Obeyesekere, Gananath – *The Apotheosis of Captain Cook: European Mythmaking in the Pacific*  
 Otto, Rudolf – *The Idea of the Holy*  
 Proudfoot, Wayne – *Religious Experience*  
 Sahlins, Marshall – *How “Natives” Think: About Captain Cook, For Example*  
 Sahlins, Marshall – *Islands of History*  
 Said, Edward – *Orientalism*  
 Shweder, Richard – *Thinking Through Cultures: Expeditions in Cultural Psychology*  
 Smith, Jonathan Z. – *Imagining Religion: From Babylon to Jonestown*  
 Smith, Wilfred Cantwell – *The Meaning and End of Religion*  
 Taylor, Mark C. – *Critical Terms for Religious Studies*  
 Turner, Victor – *The Ritual Process: Structure and Anti-Structure*  
 Weber, Max – *The Protestant Ethic and the Spirit of Capitalism*

**4. Resources:**

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Rotating among a number of Religious Studies faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

**6. Proposed term for implementation: 201130**

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

Religious Studies program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	___May 13, 2010___
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: February 8, 2010

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 55744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 598
- 1.2 Course title: Independent Study in Religion
- 1.3 Abbreviated course title: IND STUDY IN REL
- 1.4 Credit hours and contact hours: 3; variable.
- 1.5 Type of course: I
- 1.6 Prerequisites/corequisites: Consent of instructor.
- 1.7 Course catalog listing: Directed study and research in selected topics in religious studies. May be repeated for up to 6 hours.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will provide students in the new M.A. in Religious Studies the opportunity to register for independent study with individual faculty members.
- 2.2 Projected enrollment in the proposed course: 1-5 depending on student interest and faculty consent.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is similar to RELS 499 in intention, but with graduate level expectations.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is similar to other directed study or independent study courses in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Directed study or independent study courses are standard fare throughout institutions of higher education in the United States.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
  - Utilize appropriate research skills and resources for the completion of the research project;
  - Effectively articulate the principal issues or questions to be investigated as well as the conclusions reached through the research of those issues or questions;

- Demonstrate the skills of analysis that reflect high, graduate-level academic standards.
- 3.2 Content outline: The content of the course will vary by instructor and student(s). Students might focus on a particular concept in the study of religion (e.g., ritual or myth), a specific period in the history of a tradition, a specific comparison between two traditions, etc.
  - 3.3 Student expectations and requirements: Students will be required to conduct significant research in their selected topic; share their work with the instructor in order to receive comments and criticisms; and complete a final project that meets the course objectives.
  - 3.4 Tentative texts and course materials: Vary by student and instructor.

**4. Resources:**

- 4.1 Library resources: Existing resources will be sufficient.
- 4.2 Computer resources: Existing resources will be sufficient.

**5. Budget implications:**

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

**6. Proposed term for implementation: 201130**

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

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	___May 13, 2010___
University Senate	_____

**Attachment: Course Inventory Form**

**Bibliography and Library Resources Form are not applicable.**

Proposal Date: February 8, 2010

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 55744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 599
- 1.2 Course title: Thesis Writing
- 1.3 Abbreviated course title: THESIS WRITING
- 1.4 Credit hours and contact hours: 1-3
- 1.5 Type of course: I
- 1.6 Prerequisites/corequisites: RELS 602.
- 1.7 Course catalog listing: Directed research and writing toward the completion of a masters thesis. May be repeated for up to 6 hours.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is designed for students completing the thesis option in the new M.A. in Religious Studies.
- 2.2 Projected enrollment in the proposed course: 1-5 depending on the number of students completing the thesis.
- 2.3 Relationship of the proposed course to courses now offered by the department: There is not a comparable course currently offered in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is similar to other thesis writing courses in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Thesis writing courses are standard fare throughout institutions of higher education in the United States.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
  - Utilize appropriate research skills and resources for the completion of the thesis;
  - Demonstrate the skills of analysis that reflect high, graduate-level academic standards.

- 3.2 Content outline: The content of the course will vary depending on the specific thesis topic of the student.
- 3.3 Student expectations and requirements: Students will be required to conduct significant research on their selected topic and share their written work with the instructor in order to receive comments and criticisms.
- 3.4 Tentative texts and course materials: N/A

**4. Resources:**

- 4.1 Library resources: Existing resources will be sufficient.
- 4.2 Computer resources: Existing resources will be sufficient.

**5. Budget implications:**

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

**6. Proposed term for implementation: 201130**

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

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	___ May 13, 2010 ___
University Senate	_____

**Attachment: Course Inventory Form**

**Bibliography and Library Resources Form are not applicable.**

Proposal Date: February 8, 2010

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 55744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 601
- 1.2 Course title: Graduate Seminar in Religious Studies
- 1.3 Abbreviated course title: GRAD SEMINAR IN REL STUDIES
- 1.4 Credit hours and contact hours: 4 and 52
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: Graduate student in Religious Studies or consent of the instructor.
- 1.7 Course catalog listing: An intensive study of one or more central aspects of religion, focusing on one or more religious traditions. Content areas of the seminar will vary by semester and instructor. May be repeated for up to 12 hours.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is central to the M.A. program in Religious Studies. Graduate students are required to complete two of these courses to earn their degree. Because the content areas of the course will change each semester, students are guaranteed to get a broad and diverse education in Religious Studies. While the content area of each course will vary by instructor and semester, students will learn many concepts and methodological approaches that can apply across religious traditions and religious phenomena.
- 2.2 Projected enrollment in the proposed course: 8-10, based on projected estimates for the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is similar to our Religious Studies capstone course (RELS 496), but will meet for more contact hours and will have graduate-level expectations in regard to reading (both quantity and difficulty) and writing.
- 2.4 Relationship of the proposed course to courses offered in other departments: None, except for the structural similarity it might have to other graduate-level seminar courses with alternating topics.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to the "Basic Issues" courses (REL 710,

730, 750, and 770) taught as part of the graduate program in Religious Studies at Missouri State University. It is even more like REL 502 or 610 at Miami of Ohio. These are graduate seminar courses with alternating topics that are required of all graduate students.

### **3. Discussion of proposed course:**

- 3.1 Course objectives: Students will
  - Utilize appropriate research skills and resources for the completion of research project;
  - Demonstrate graduate-level skills of analysis that reflect the standards of the discipline;
  - Master particular theoretical texts in a specific area of Religious Studies;
  - Be able to apply what they learn in the context of one religious tradition to other religious traditions.
- 3.2 Content outline: The content of the course will vary by instructor and semester. Examples of possible topics are the study of ritual in Buddhism, the historical context of early Christian communities, religious syncretism in China, etc.
- 3.3 Student expectations and requirements: Students will be required to be active participants in seminar meetings; share their work with the group in order to receive comments and criticisms; and complete a final research paper that meets the course objectives.
- 3.4 Tentative texts and course materials: Vary by semester and instructor.

### **4. Resources:**

- 4.1 Library resources: Existing resources will be sufficient.
- 4.2 Computer resources: Existing resources will be sufficient.

### **5. Budget implications:**

- 5.1 Proposed method of staffing: Rotating among religious studies faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

### **6. Proposed term for implementation: 201130**

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

Religious Studies Program:	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	____May 13, 2010____
University Senate	_____

**Attachment: Course Inventory Form**

**Bibliography and Library Resources Form are not applicable.**

Proposal Date: February 8, 2010

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 55744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 602
- 1.2 Course title: Thesis and Project Development Seminar
- 1.3 Abbreviated course title: THESIS/PROJECT DEV SEMINAR
- 1.4 Credit hours and contact hours: 1 and 13
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: Graduate student in Religious Studies.
- 1.7 Course catalog listing: A forum for graduate students in Religious Studies to facilitate the development of thesis or project proposals. This course may not be repeated.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is central to the M.A. program in Religious Studies. Every student in the program must complete a thesis or final project. This seminar provides a forum in which students will share their work as they develop their proposals—receiving feedback not only from faculty but also from peers.
- 2.2 Projected enrollment in the proposed course: 8-10, based on projected estimates for the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department currently has no course like this one.
- 2.4 Relationship of the proposed course to courses offered in other departments: None, except for the structural similarity it might have to other graduate-level seminar courses with similar intent.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The closest example of a course like this at another institution is RELS 600A at Miami University. Like our course, the Miami course is designed to provide students with the support and feedback needed as they develop their thesis proposal. Our course expands this objective by including students who are not doing a thesis but will be finishing a culminating project instead.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will
- Utilize appropriate research skills and resources for the development of a thesis or project proposal;
  - Demonstrate graduate-level skills of analysis that reflect the standards of the discipline.
- 3.2 Content outline: There is no specific content to this seminar. Class discussion will center on the developing work of the graduate students.
- 3.3 Student expectations and requirements: By the end of the semester, students will be expected to have a completed thesis or project proposal.
- 3.4 Tentative texts and course materials: None.

**4. Resources:**

- 4.1 Library resources: Existing resources will be sufficient.
- 4.2 Computer resources: Existing resources will be sufficient.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Rotating among religious studies faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: 201130**

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

Religious Studies Program:	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	April 1, 2010
Graduate Council	___May 13, 2010___
University Senate	_____

**Attachment: Course Inventory Form**

**Bibliography and Library Resources Form are not applicable.**

Proposal Date: February 8, 2010

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 55744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 603
- 1.2 Course title: Thesis and Project Capstone Colloquium
- 1.3 Abbreviated course title: THESIS/PROJECT CAP COLLOQ
- 1.4 Credit hours and contact hours: 1 and 13
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: Graduate student in Religious Studies.
- 1.7 Course catalog listing: A forum for graduate students in Religious Studies to facilitate the completion of theses or projects. Includes a concluding colloquium for the public presentation of work. This course may not be repeated.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is central to the M.A. program in Religious Studies. Every student in the program must complete a thesis or project. This course provides a seminar format in which students will share their work as they complete their theses or projects—receiving feedback not only from faculty but from peers. At the end of the course, students will participate in a public colloquium—presenting their research to the broader community of faculty and students (both graduate and undergraduate) in Religious Studies.
- 2.2 Projected enrollment in the proposed course: 8-10, based on projected estimates for the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department currently has no course like this one.
- 2.4 Relationship of the proposed course to courses offered in other departments: None, except for the structural similarity it might have to other graduate-level seminar courses with similar intent.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Certainly capstone courses are standard fare for many undergraduates and even for some graduate programs. This course is a bit different than most capstone courses, however, in culminating with a public colloquium.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will
- Utilize appropriate research skills and resources for the completion of a thesis or project;
  - Demonstrate graduate-level skills of analysis that reflect the standards of the discipline;
  - Demonstrate the ability to present their work orally (including responding to questions or criticisms).
- 3.2 Content outline: There is no specific content to this seminar. Class discussion will center on the work of the graduate students.
- 3.3 Student expectations and requirements: By the end of the semester, students will be expected to have a completed thesis or project and to have participated in the concluding colloquium.
- 3.4 Tentative texts and course materials: None.

**4. Resources:**

- 4.1 Library resources: Existing resources will be sufficient.
- 4.2 Computer resources: Existing resources will be sufficient.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Rotating among religious studies faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: 201130**

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

Religious Studies Program:	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	April 1, 2010
Graduate Council	___ May 13, 2010 ___
University Senate	_____

**Attachment: Course Inventory Form**

**Bibliography and Library Resources Form are not applicable.**

Proposal Date: February 8, 2010

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 55744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 610
- 1.2 Course title: Teaching Practicum in Religious Studies
- 1.3 Abbreviated course title: TEACHING PRACTICUM IN RELS
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: S/P
- 1.6 Prerequisites/corequisites: Graduate teaching assistant in Religious Studies or permission of instructor.
- 1.7 Course catalog listing: A forum for graduate students to learn about curriculum design and pedagogy for courses in Religious Studies and to discuss their current work with students. Repeatable for up to 4 hours. Pass/Fail grading.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is designed for graduate teaching assistants in the M.A. program in Religious Studies. Every graduate teaching assistant in the program must take this course each semester they are working as a graduate teaching assistant. This seminar provides a forum in which students will learn about curriculum design and pedagogy in Religious Studies courses. They also would be able to talk with one another and the faculty supervisor about their current work with students.
- 2.2 Projected enrollment in the proposed course: 3-5, based on projected number of graduate teaching assistants.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department currently has no course like this one.
- 2.4 Relationship of the proposed course to courses offered in other departments: A number of other departments have graduate level courses that focus on teaching. Some examples are ENG 509 (Practicum in One-to-One Writing Instruction), HIST 579 (Internship in Community College Teaching), and MLNG 474G (Teaching Foreign Language). Of course, the specific subject matter of RELS 610 makes it different from all of these courses.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate-level practicum courses like this one are common throughout academic disciplines on campuses across the country.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Graduate teaching assistants will
- Read and discuss a variety of readings related to teaching and curriculum design;
  - Share issues or problems that arise in their work with undergraduate students and work collaboratively with each other to address these issues or problems.
- 3.2 Content outline: There is no specific content to this seminar. Class discussion will center on short and varied readings and the experiences of the graduate teaching assistants.
- 3.3 Student expectations and requirements: Students will be expected to have carefully read assigned readings and to be active participants in the seminar.
- 3.4 Tentative texts and course materials: These will vary widely according to the assigned instructor.

**4. Resources:**

- 4.1 Library resources: Existing resources will be sufficient.
- 4.2 Computer resources: Existing resources will be sufficient.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Rotating among religious studies faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: 201130**

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

Religious Studies Program:	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	___ May 13, 2010 ___
University Senate	_____

**Attachment: Course Inventory Form**

**Bibliography and Library Resources Form are not applicable.**

Proposal Date: 3/4/10

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

Contact Person: Vicki D. Stayton e-mail: vicki.stayton@wku.edu Phone: 5-3450

**1. Identification of proposed course**

- 1.1 Course prefix and number: IECE 423G
- 1.2 Course title: Interdisciplinary Services for Young Children with Low Incidence Disabilities
- 1.3 Abbreviated course title: Inter Low Incid Disabilities
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Instructor permission
- 1.7 Course catalog listing:  
Characteristics of children birth through five years with low incidence disabilities (e.g. autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation.

**2. Rationale**

**2.1 Reason for developing the proposed course:**

This course is designed for Interdisciplinary Early Childhood Education majors and other interested students (e.g., Exceptional Education majors). Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare graduates to work with children birth through five years, both with and without disabilities, and their families. The standards address preparation of graduates to work with children with a range of disabilities, including low incidence disabilities.

Both focus group discussions with student teachers and follow-up survey of graduates have indicated a need for more content and application specific to curriculum and instruction for infants, toddlers, and preschoolers with low incidence or more significant disabilities. The proposed course will focus on such content. In addition, the Kentucky Department of Education, Division for Early Childhood Development, has advocated that all IECE programs at

Kentucky universities and colleges have such a course at the undergraduate level. Western's IECE program, along with others in the state, was awarded a mini-grant by the Kentucky Department of Education to develop such a course with the stipulation that it be offered on an annual basis.

- 2.2 Projected enrollment in the proposed course:  
15 to 20 students based on current and projected program enrollment
  - 2.3 Relationship of the proposed course to courses now offered by the department:  
The Exceptional Education program offers a course that focuses on instructional models, evaluation procedures, and effective instruction for students with significant disabilities (i.e., low incidence disabilities), Curriculum for Moderate and Severe (EXED 535). In addition, Exceptional Education offers the Autism Spectrum Disorders Certificate curriculum which requires five courses (EXED 610, 612, 615, 618, and 619) specific to one low incidence disability, autism. Typically, application for admission into that program requires that applicants have a master's degree or higher. An exception is made for students in the Moderate and Severe Disabilities in MAE program who may take some of the courses in the Autism Spectrum Disorders Certificate curriculum. Although these courses focus on one or more low incidence disabilities, they are designed to prepare graduates to work with students in grades P-12 and are based on the Kentucky P-12 Teacher Standards rather than the Kentucky IECE Teacher Standards. The proposed course focuses on working with young children birth through 5 years with low incidence disabilities and implementing a variety of appropriate instructional strategies to meet individual child needs. The proposed course builds on content in earlier IECE courses.
  - 2.4 Relationship of the proposed course to courses offered in other departments:  
There is no other similar course offered outside the School of Teacher Education. This proposed course will offer experiences unique to preparation in IECE.
  - 2.5 Relationship of the proposed course to courses offered in other institutions:  
Both Murray State University and Eastern Kentucky University have similar courses which are being offered in their IECE programs. These courses are SED 526 Education of Young Children with Severe Disabilities and SED 577 Dual Sensory Impairment and Low Incidence Disabilities, respectively.
3. **Discussion of proposed course:**
    - 3.1 Course objectives:
      - Explore the role of related services personnel in a transdisciplinary and consultative model.
      - Complete functional assessments of critical basic skills of infants and young children with multiple, severe disabilities in natural environments.

- Develop a functional curriculum for infants and young children with multiple, severe disabilities in natural environments.
- Identify and apply teaching strategies for developing basic critical skills including systematic instruction.
- Employ communication skills with families/caregivers/other practitioners regarding the student's needs in inclusive, natural environments.
- Identify strategies to address concerns of parents and families regarding parenting and life planning issues for children with multiple and severe disabilities.
- Demonstrate knowledge of typical and atypical development of young children including motor disabilities, sensory impairments (hearing and vision), sensory integration, communication development, (non-oral), oral motor, and behavior management as it impacts programming and individual children's goals.

### 3.2 Content outline:

- Etiology, characteristics and learning profiles of low incidence disabilities (e.g., autism, sensory impairments)
- Planning and implementing evidence-based instruction: embedding instruction, selecting and adapting curricula, adapting learning environments, selecting and implementing evidence based instructional strategies
- Selecting and implementing continuous assessment (e.g., functional behavioral assessment)
- Role of the transdisciplinary team in service provision: professionals, paraprofessionals, and family members

### 3.3 Student expectations and requirements:

Evaluation will be based on assignments such as the following:

- Written research-based report and presentation on a low incidence disability
- Profile of a child with severe and/or multiple disabilities (field experience assignment)
- Activity-based matrix for an individual child (field experience assignment)
- Group activity-based matrix (field experience assignment)
- Exams

### 3.4 Tentative texts and course materials:

McDonnell, J., Hardman, M., & McDonnell, A. (2005). *Introduction to persons with moderate and severe disabilities: Educational and social issues*. Columbus, OH: Merrill.

## 4. Resources

- 4.1 Library resources:  
The library has indicated that current resources are sufficient to support this course.
- 4.2 Computer resources:  
The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

**5. Budget implications**

- 5.1 Proposed method of staffing:  
There are sufficient full-time and part-time IECE faculty to teach this course.
- 5.2 Special equipment needed:  
None
- 5.3 Expendable materials needed:  
None
- 5.4 Laboratory supplies needed:  
None

**Proposed term for implementation:** Spring 2011

**Dates of prior committee approvals:**

School of Teacher Education	<u>3/19/10</u>
CEBS College Curriculum Committee	<u>4/6/10</u>
Professional Education Council	<u>5/12/10</u>
Graduate Council	<u>June 10, 2010</u>
University Senate	<u></u>

**Attachments:** Bibliography, Library Resources Form, [Course Inventory Form](#)

**Proposal Date:** 04/14/2010

**College of Education and Behavioral Sciences  
Department of Counseling and Student Affairs  
Proposal to Create a New Course  
(Action Item)**

**Contact Person:** Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4849

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** CNS 675
- 1.2 **Course title:** Advanced Career Counseling and Services Administration
- 1.3 **Abbreviated course title:** Advanced Career Counseling
- 1.4 **Credit hours and contact hours:** 3
- 1.5 **Type of course:** S (Seminar)
- 1.6 **Prerequisites:** CNS 556
- 1.7 **Course catalog listing:** Examines advanced career counseling topics, process and procedure in the context of the design and delivery of career counseling services to individuals across the lifespan. Focuses on increasing student understanding of counseling techniques, programming, administration, systems and resources for the provision of student/client career services.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** As career and vocational concerns form at least a partial basis for numerous choices made and issues expressed by students at the college level and by individuals throughout life, a significant number of graduate students within the student affairs masters program have expressed a desire for additional training in the area of career counseling and career program management. Data indicate that career decision-making self-efficacy significantly influences students' intent to persist in higher education (Sandler, 2000). Thus, supporting students in making academic and career decisions can have a direct impact on college degree completion, retention and success, factors that remain consistent components of WKU's vision and the recently updated strategic plan which states, "...better retention of current students and degree completion are key variables as we measure academic quality at WKU." Participants in this course will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Additional rationale for the development of this course is based upon the Department of Labor, Bureau of Labor Statistics' projection that between 2008 and 2018 employment for educational, vocational, and school

counselors will grow by 14 percent, which is faster than the average for all occupations (<http://www.bls.gov/OCO/ocos067.htm> ). Concurrently, changes in standards for professional counseling practice; the variety of settings in which counseling takes place; the need for increased understanding of both global employment and economic trends, as well as a multicultural client base; and the growing complexity of ethical, legal and professional issues surrounding counseling in a global and electronic context, require an increased skill set, depth of knowledge, and ability to analyze, assess and address current and future career counseling program administration needs.

- 2.2 **Projected enrollment in the proposed course:** Based on interest expressed by current Student Affairs Program students, the limited availability of such programs nationwide, and the professional contacts of the current director of the WKU Career Services Center, beginning enrollments are projected to be 10 per semester, increasing over time.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course would complement the courses designed to provide the theoretical foundation and parameters of professional career counseling practice for student affairs professionals at the postsecondary or adult education level. CNS 577 Counseling Concepts and Applications for Student Affairs Profession examines basic counseling concepts and applications essential for effective student affairs practice. This course is related to the proposed course in that it provides an introduction and framework for working with students in a variety of student affairs related settings. CNS 556 Developmental Career Counseling introduces the career counseling process across the lifespan from early childhood through older adulthood, and forms the foundation for continued in-depth research, study and practice of career counseling, career center programming, and career center development and management that will be covered within the proposed course. Additionally, the proposed course would complement counseling courses designed to meet public school counselor certification requirements such as CNS 550, Introduction to Counseling; CNS 551, Classroom Guidance; CNS 552, Testing and Assessment in Counseling; CNS 554, Group Counseling; CNS 558, Counseling Theories; CNS 559, Counseling Techniques; and CNS 660, Administration of Counseling Services. These courses are related to the proposed course in that they provide theoretical foundation and parameters of professional guidance and counseling practice within the public school system, which remains the primary conduit to postsecondary education and a beginning focus for practice of student affairs professionals in higher education. The proposed course also complements CNS 563, Counseling Adults, as the need to address career and employment issues continues across the adult work lifespan.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** The proposed course is specific to the provision of career counseling services by student affairs professionals to individuals engaged

in postsecondary or adult education. Courses within other departments may emphasize program planning and evaluation, as well as clinical and diagnostic training as integral parts of the total program of public school pupil services, adult education programming and organizational management, but do not address individual career development specifically, as in the case of ADED 530, Program Development for Adults; PSY 422G, Adolescent Psychology; PSY 423G Psychology of Adult Life and Aging; PSY 514, Program Evaluation; PSY 522, Advanced Adolescent Psychology; PSY 570, Job Analysis and Compensation; and PSY 571 Personnel Psychology.

- 2.5 Relationship of the proposed course to courses offered in other institutions:** In an examination of courses offered by WKU benchmark institutions and schools within the state, only 19%, or 4 of 21, offered more than one graduate career counseling course. Of those institutions offering more than one graduate career course, 95% of courses were offered within the Psychology department and were based on a “medical” model of counseling psychology theory and intervention, (e.g. Ball State University offers CPSY 610 Career Theories and Realities, CPSY 614 Career Counseling, Assessment, and Interventions within their Department of Counseling Psychology, and University of Louisville which lists ECPY 670 Career Counseling and ECPY 671 Psychology of Career Development). The remaining schools offering more than one graduate career counseling course did so within the Counseling or Social Sciences department (Indiana State: COUN 635 Career Development, and COUNS 835 Seminar in Career Development; Cal State-Chico: SOSC 510 Tests and Measurements for Career Guidance, SOSC 511 Principles and Techniques of Career Guidance, SOSC 560 Career/Life Planning Seminar, and SOSC 660 Supervised Teaching of Career Guidance and Development). In the majority of the schools surveyed, graduate level career courses were provided as components of the public school counselor education training program. The proposed course differs from these courses in that the focus will be based on the wellness and helping relationship counseling model practiced within most student affairs areas, and will also include information relevant for career center administration within adult and higher education. None of the benchmark or state institutions surveyed currently offer a graduate certificate program in career counseling.

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

- Students will apply career development theories and decision-making models
- Students will demonstrate appropriate counseling methods and skills across multicultural and diverse populations

- Students will demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support career counseling
- Students will research, recommend, administer and interpret commonly used career assessments
- Students will demonstrate understanding and use of computers and the Internet in support of career counseling
- Students will practice the design, delivery and evaluation of career related programming based on career development theory and the needs of diverse populations
- Students will develop understanding of career programming administration, including budget and human resource management, procedure and policy development, collaborative relationship building, ethical and legal guidelines, and professional advocacy

### 3.2 **Content outline:**

#### Career Development Intervention Practice

- Applying Basic Theories of Career Development
- Understanding and Applying Emerging Theories of Career Development
- Career Development and Diverse Populations
- Career Counseling Strategies and Techniques for the 21<sup>st</sup> Century
- Career Development Advocacy and Ethical Issues

#### Design and Delivery of Career Planning and Development Services

- Strategic Planning, Mission and Goal Development
- Identifying and Evaluating Resources/Systems for Service Delivery
- Design/Implementation of Career Planning and Development Programs Based on Accessibility, Availability, and Adaptability
- Online vs In-Person Career Counseling Strategies and Models
- Ongoing Program Evaluation and Modification

#### Budget Planning and Development

- Budget Development and Justification
- Fund Raising / Grant Writing
- Collaborative Partnerships for Maximizing Resources

#### Personnel Management

- Staffing Patterns/Strategies
- Dynamic Leadership
- Performance Appraisal
- Professional Development and Advocacy

#### Integrating Career Planning and Development

- Politics and Positioning: Working Across Divisional, Departmental and Administrative Boundaries
- Results Oriented Programming
- Collecting and Using Data for Marketing and Program Improvement
- Innovative Outreach, Advertising, Programming and Promotion

#### Systems and Records Management

- Data Collection and Storage

- Confidentiality and Security of Data/Records
- In-house vs. Outsourced Records Management/Service Delivery Systems

3.3 **Student expectations and requirements:** This proposed course will include the exchange of ideas, the practice and development of career counseling skills, experiential activities related to career center administration and operation, and will involve group work, peer feedback, reading, writing, reflection and problem-solving. Students will be graded on assignments, projects, course contribution and participation, class presentations and client interaction.

3.4 **Tentative texts and course materials:**

Niles, S. G. (2002). *Adult career development: concepts, issues, and practices* (3<sup>rd</sup> Ed.). Broken Arrow, OK: National Career Development Association.

Niles, S. G. & J. G. Harris-Bowlesby (2009). *Career development interventions in the 21<sup>st</sup> century* (3<sup>rd</sup> Ed.). Englewood Cliffs, NJ: Prentice Hall.

Sampson, J. P. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.

Schutt, D. A. (Ed.). (2007). *How to plan and develop a career center* (2<sup>nd</sup> Ed.). New York, NY: Ferguson Publishing.

#### 4. Resources:

- 4.1 **Library resources:** Library resources are adequate and WKU Libraries will make every effort to purchase materials needed to support this course.
- 4.2 **Computer resources:** With access to computer resources and programs provided by the WKU Career Services Center, resources are sufficient to support this course.

#### 5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

#### 6. Proposed term for implementation: Spring Semester 2011

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

Department of Counseling and Student Affairs:	04/14/2010
CEBS Curriculum Committee:	05/04/2010
Graduate Council:	____ June 10, 2010 ____
University Senate:	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: March 5, 2010

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 567
- 1.2 Course title: Microcomputer Operating Systems
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:**

The course has not been offered in the past five years and the development of computer science curriculum has made the course unnecessary for our program.

**3. Effect of course deletion on programs or other departments, if known:**

No effect on the current degree programs or students.

**4. Proposed term for implementation:**

Spring 2011

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

Department of Mathematics and Computer Science 03/24/2010

Ogden College Graduate Committee 04/30/10

Graduate Council May 13, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 03/19/2010

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

- 1. Identification of course:**
  - 1.1 Current course prefix and number: LTCY 421G
  - 1.2 Course title: Reading in the Middle School
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** The Literacy Education faculty have decided that it is more appropriate for graduate students to take LTCY 524: Content Area Literacy.
- 3. Effect of course deletion on programs or other departments, if known:** None.  
The course is not required by any program.
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Teacher Education:	<u>03/19/2010</u>
CEBS Curriculum Committee	<u>04/06/2010</u>
Professional Education Council	<u>04/14/2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 03/19/2010

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix and number: LTCY 444G
- 1.2 Course title: Reading in the Middle/Secondary Grades
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** LTCY 444 will be deleted. Therefore, the G section will be deleted. The Literacy Education faculty have decided that it is more appropriate for graduate students to take LTCY 524: Content Area Literacy.

**3. Effect of course deletion on programs or other departments, if known:** None. Students who want to take a literacy course could take LTCY 524.

**4. Proposed term for implementation:** Spring 2011

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

School of Teacher Education: 03/19/2010

CEBS Curriculum Committee 04/06/2010

Professional Education Council 04/14/2010

Graduate Council May 13, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 3-17-2010

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

Contact Person: Robyn K. Swanson  
[Robyn.swanson@wku.edu](mailto:Robyn.swanson@wku.edu)  
745-5925

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: MUS 509
  - 1.2 Current course title: General Music in the Elementary and Middle Schools
  - 1.3 Credit hours: 3
- 2. Proposed course title:** Music Curriculum in the Elementary and Middle Schools
- 3. Proposed abbreviated course title:**  
Mus Curric/Elem-Mid School
- 4. Rationale for the revision of course title:** To reflect the appropriate course content in MUS 509: General Music in the Elementary and Middle School
- 5. Proposed term for implementation: Spring, 2011**
- 6. Dates of prior committee approvals:**

Music Department/Division:	3-25-2010
PCAL Curriculum Committee	4-1-2010
Professional Education Council	4-14-2010
Graduate Council	___ May 13, 2010 ___
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 3-17-2010

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

Contact Person: Robyn Swanson  
[Robyn.swanson@wku.edu](mailto:Robyn.swanson@wku.edu)  
745-5925

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: MUS 514
  - 1.2 Current course title: General Music in the Secondary Schools
  - 1.3 Credit hours: 3
- 2. Proposed course title:**  
**Secondary Music Curriculum**
- 3. Proposed abbreviated course title:**  
**Secondary Music Curriculum**
- 4. Rationale for the revision of course title:** To reflect the appropriate course content in MUS 514: General Music in the Secondary Schools
- 5. Proposed term for implementation:** Spring 2011
- 6. Dates of prior committee approvals:**

Music Department/Division:	3-25-2010
PCAL Curriculum Committee	4-1-2010
Professional Education Council	4-14-2010
Graduate Council	____ May 13, 2010 ____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: ACCT 500
  - 1.2 Course title: Advanced Financial Accounting Theory and Practice
  - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** This course is one of the required courses in the proposed Master of Accountancy program.
- 3. Effect of course reactivation on programs or other departments, if known:**

This course is for students who enroll in the graduate accounting program. It could possibly be an elective for students in the Master of Business Administration or Master of Economics and result in a positive impact on enrollment in these existing graduate programs. Reactivation of the course should not have any negative effects on any existing programs or departments.
- 4. Proposed term for implementation:** Fall 2011
- 5. Dates of prior committee approvals:**

Accounting Department:	<u>March 10, 2010</u>
Gordon Ford College Graduate Committee	<u>April 12, 2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: ACCT 510
  - 1.2 Course title: Advanced Accounting Information Systems and Control
  - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** This course is one of the required courses in the proposed Master of Accountancy program.
- 3. Effect of course reactivation on programs or other departments, if known:**

This course is for students who enroll in the graduate accounting program. It could possibly be an elective for students in the Master of Business Administration or Master of Economics and result in a positive impact on enrollment in these existing graduate programs. The reactivation of the course should not have any negative effects on any existing programs or departments.
- 4. Proposed term for implementation:** Fall 2011
- 5. Dates of prior committee approvals:**

Accounting Department:	<u>March 10, 2010</u>
Gordon Ford College Graduate Committee	<u>April 12, 2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: ACCT 520
  - 1.2 Course title: Seminar in Advanced Managerial Accounting
  - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** This course is one of the required courses in the proposed Master of Accountancy program.
- 3. Effect of course reactivation on programs or other departments, if known:**

This course is for students who enroll in the graduate accounting program. It could possibly be an elective for students in the Master of Business Administration or Master of Economics and result in a positive impact on enrollment in these existing graduate programs. The reactivation of the course should not have any negative effects on any existing programs or departments.
- 4. Proposed term for implementation:** Fall 2011
- 5. Dates of prior committee approvals:**

Accounting Department:	<u>March 10, 2010</u>
Gordon Ford College Graduate Committee	<u>April 12, 2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: ACCT 530
  - 1.2 Course title: Seminar in Tax Research and Planning
  - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** This course is one of the required courses in the proposed Master of Accountancy program.
- 3. Effect of course reactivation on programs or other departments, if known:**

This course is for students who enroll in the graduate accounting program. It could possibly be an elective for students in the Master of Business Administration or Master of Economics and result in a positive impact on enrollment in these existing graduate programs. The reactivation of the course should not have any negative effects on any existing programs or departments.
- 4. Proposed term for implementation:** Fall 2011
- 5. Dates of prior committee approvals:**

Accounting Department:	<u>March 10, 2010</u>
Gordon Ford College Graduate Committee	<u>April 12, 2010</u>
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**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: ACCT 540
  - 1.2 Course title: Advanced Auditing Standards and Applications
  - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** This course is one of the required courses in the proposed Master of Accountancy program.
- 3. Effect of course reactivation on programs or other departments, if known:**

This course is for students who enroll in the graduate accounting program. It could possibly be an elective for students in the Master of Business Administration or Master of Economics and result in a positive impact on enrollment in these existing graduate programs. The reactivation of the course should not have any negative effects on any existing programs or departments.
- 4. Proposed term for implementation:** Fall 2011
- 5. Dates of prior committee approvals:**

Accounting Department:	<u>March 10, 2010</u>
Gordon Ford College Graduate Committee	<u>April 12, 2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: ACCT 550
  - 1.2 Course title: Seminar in Accounting for Nonprofit Organizations
  - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** This course is one of the required courses in the proposed Master of Accountancy program.
- 3. Effect of course reactivation on programs or other departments, if known:**

This course is for students who enroll in the graduate accounting program. It could possibly be an elective for students in the Master of Business Administration or Master of Economics and result in a positive impact on enrollment in these existing graduate programs. The reactivation of the course should not have any negative effects on any existing programs or departments.
- 4. Proposed term for implementation:** Fall 2011
- 5. Dates of prior committee approvals:**

Accounting Department:	<u>March 10, 2010</u>
Gordon Ford College Graduate Committee	<u>April 12, 2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 598
- 1.2 Course title: Independent Study in Accounting
- 1.3 Credit hours: 3

**2. Rationale for the course reactivation:** This course is one of the courses in the proposed Master of Accountancy program to be made available as needed and only when appropriate resources and qualified faculty are available.

**3. Effect of course reactivation on programs or other departments, if known:**  
This course is for students who enroll in the graduate accounting program. It is not a required course and likely to be offered only when appropriate resources and qualified faculty are available. The reactivated course will complement the proposed graduate accounting program and could possibly serve as an elective for students enrolled in the Master of Business Administration or Master of Economics. The reactivated course should not have any negative effects on any existing programs or departments.

**4. Proposed term for implementation:** Fall 2011

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

Accounting Department:	<u>March 10, 2010</u>
Gordon Ford College Graduate Committee	<u>April 12, 2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: 03/10/10

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 550
- 1.2 Course title: Advanced Computer Networks
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Advanced Computer Networks
- 2.2 Proposed course title: Advanced Topics in Computer Networks
- 2.3 Rationale for revision of prerequisites:  
The purpose of this course is to cover selected topics from the emerging areas in computer networks. The proposed title better reflects that purpose.

**3. Revise course number:**

N/A

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current course prerequisites: (CS 450, CS 450G), and CS 425
- 4.2 Proposed course prerequisites: CS 450G or equivalent
- 4.3 Rationale for revision of prerequisites:  
The focus of the revised course is in the area of computer networks. The content of CS 450G (Computer Networks) will prepare the student well for the revised course.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Advanced study of network protocols and algorithms, high speed networks, design models, design issues, distributed network systems, real time networks, and applications. You will not get credit for CS 450G (Computer networking) for the Masters if you have already taken CS 550 (Advanced computer networking) or are currently taking CS 550.
- 5.2 Proposed course catalog listing:

Advanced topics in computer networks. Selected topics may include embedded systems, mobile computing, or other current development in computer networks.

Students can get up to 6 credits for this course under different topics with the permission of the academic advisor. Students will not get credit for CS 450G if they have already taken CS 550 or are currently taking CS 550.

5.3 Rationale for revision of course catalog listing:

The revised course will be an elective in our “net-centric” concentration and is flexible enough to allow focused study of emerging technologies in computer networking.

**6. Revise course credit hours:**

N/A

**7. Proposed term for implementation: Spring 2011**

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

Mathematics and Computer Science Department: 03/24/2010

Ogden College Graduate Committee 04/30/10

Graduate Council May 13, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 02/04/2010

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**3. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 565
- 1.2 Course title: Data Mining
- 1.3 Credit hours: 3

**4. Revise course title:**

N/A

**3. Revise course number:**

N/A

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current course prerequisites: CS 543 or permission of instructor
- 4.2 Proposed course prerequisites: CS 443G or equivalent
- 4.3 Rationale for revision of course prerequisites:  
CS 565 requires knowledge of database and programming. CS 543 has been revised recently, and the topics in CS 543 are no longer prerequisite for CS 565 Data Mining. Instead, the prerequisite course should be CS 443(Data Base Management Systems).

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:

The theory and application of data mining, roots of data mining, preprocessing techniques for raw data, classification algorithms and techniques, clustering algorithms and techniques, association rule mining algorithms and techniques.

- 5.2 Proposed course catalog listing:

The theory and application of data mining, roots of data mining, preprocessing techniques for raw data, classification algorithms and

techniques, clustering algorithms and techniques, association rule mining algorithms and techniques.

5.3 Rationale for revision of course catalog listing:

Graduate students with undergraduate degrees from other institutions must present transcripts that indicate they have satisfied prerequisites for CS 565. After completing that course, however, they frequently attempt to enroll in CS 443G, which is not appropriate. The proposed revision ensures that no student will take an introductory course after the completion of an advanced course.

6. **Revise course credit hours:**

N/A

7. **Proposed term for implementation: Spring 2011**

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

Mathematics and Computer Science Department: Feb 24 2010

Ogden College Graduate Committee 04/30/10

Graduate Council May 13, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Steve C. Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 500
- 1.2 Course title: Advanced Financial Accounting Theory and Practice
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Advanced Financial Accounting Theory and Practice
- 2.2 Proposed course title: Advanced Financial Accounting and Reporting
- 2.3 Proposed abbreviated title: ADV FIN ACCT
- 2.4 Rationale for revision of course title: To revise the course title to better reflect terminology currently relevant to the accounting profession and business.

**3. Revise course number:**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which):  
Prerequisite: ACCT 402 or its equivalent.
- 4.2 Proposed prerequisites/corequisites/special requirements: ACCT 402 (Contemporary Accounting Issues) or its equivalent with a C or better, or by permission of the Department Chair.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
To Ensure students have the necessary foundation to succeed in the course.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Prerequisite: ACCT 402 or its equivalent.  
Study of development of financial accounting theory and external financial reporting, including a critical appraisal of trends in its

application. Emphasis placed on analysis of contemporary reporting problems.

5.2 Proposed course catalog listing:

Prerequisite: ACCT 402 or its equivalent with a C or better, or by permission of the Department Chair.

An overview of financial accounting and reporting topics found in today's complex business environment. Emphasis is placed on identifying issues, researching the authoritative literature, and communicating the analyses and results.

5.3 Rationale for revision of course catalog listing: To revise the course description to better reflect current financial and reporting topics relevant to the accounting profession.

**6. Revise course credit hours:**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:** Fall 2011

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

Accounting Department:

March 10, 2010

GFCB Graduate Committee

April 12, 2010

Graduate Council

May 13, 2010

University Senate

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**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Steve C. Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 510
- 1.2 Course title: Advanced Accounting Information Systems and Control
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Advanced Accounting Information Systems and Control
- 2.2 Proposed course title: Advanced Accounting Information Systems Control and Audit
- 2.3 Proposed abbreviated title: ADV AIS
- 2.4 Rationale for revision of course title: To revise the course title to better reflect topics relevant to the accounting profession and business.

**3. Revise course number:**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) None
- 4.2 Proposed prerequisites/corequisites/special requirements: ACCT 312 (Accounting Information Systems) and ACCT 450 Auditing and Assurance Services) or their equivalents with a grade of C or better
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
These are the two undergraduate accounting courses applicable for students prior to enrolling in the graduate level course.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:

Applications of general systems theory including systems analysis and design, development, implementation and control as well as evaluations of hardware and software.

- 5.2 Proposed course catalog listing:  
Prerequisite: ACCT 312 and ACCT 450 or their equivalents with a grade of C or better  
Provides an overview of theory and applications of accounting information systems, concepts and knowledge of internal controls, as well as standards and guidelines of information systems audit.

- 5.3 Rationale for revision of course catalog listing: To revise the course description to better reflect current accounting information systems controls and audit topics relevant to the accounting profession.

**6. Revise course credit hours:**

- 6.1 Current course credit hours:  
6.2 Proposed course credit hours:  
6.3 Rationale for revision of course credit hours:

- 7. Proposed term for implementation:** Fall 2011

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

Accounting Department/Division:	<u>March 10, 2010</u>
GFCB Graduate Committee	<u>April 12, 2010</u>
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**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Steve C. Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 520
- 1.2 Course title: Seminar in Advanced Managerial Accounting
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Seminar in Advanced Managerial Accounting
- 2.2 Proposed course title: Special Topics in Managerial Accounting
- 2.3 Proposed abbreviated title: SP TOPICS MGR ACCT
- 2.4 Rationale for revision of course title: To revise the course title to better reflect current topics relevant to the accounting profession and business.

**3. Revise course number:**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which):  
Prerequisite ACCT 310 or equivalent
- 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisite:  
ACCT 310 (Managerial Cost Accounting) or equivalent with a C or better
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
To ensure students have the necessary foundation to succeed in the course.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Prerequisite: ACCT 310 or equivalent.  
To expose the student to a wide range of managerial accounting concepts and practices. Particular attention paid to the use of managerial accounting concepts by management in planning, performance evaluation, and decision making

5.2 Proposed course catalog listing:  
Prerequisite: ACCT 310 or equivalent with a C or better  
Study of cost and accounting information used by managers within the organization for planning and control. Topics include decision analysis, strategic costing, budgeting, strategic control systems, performance evaluation, behavioral and motivational issues, strategic role of accounting in the organization, and compensation. Emphasis is placed on critical thinking and case analysis.

5.3 Rationale for revision of course catalog listing: To revise the course description to better reflect current managerial accounting topics relevant to the accounting profession.

**6. Revise course credit hours:**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:** Fall 2011

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

Accounting Department/Division:

March 10, 2010

GFCB Graduate Committee

April 12, 2010

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May 13, 2010

University Senate

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Department of Accounting  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Steve C. Wells  
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(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 530
- 1.2 Course title: Seminar in Tax Research and Planning
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Seminar in Tax Research and Planning.
- 2.2 Proposed course title: Special Topics in Tax Research and Planning
- 2.3 Proposed abbreviated title: SP TP TAX
- 2.4 Rationale for revision of course title: To revise the course title to better reflect current topics relevant to the accounting profession and business.

**3. Revise course number:**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which):  
Prerequisite: ACCT 430 or equivalent
- 4.2 Proposed prerequisites/corequisites/special requirements: ACCT 430  
(Federal Taxation – Individuals) or equivalent with a C or better
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
To ensure students have the necessary foundation to succeed in the course.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Prerequisite: ACCT 430 or equivalent.  
Introduction to statutory, administrative, and judicial sources of tax law.  
Tax research required.
- 5.2 Proposed course catalog listing:  
Prerequisite: ACCT 430 or equivalent with a C or better

Provides tools necessary for skillful application of tax research methodology in the use of primary tax authority, secondary tax reference materials, and research aids; identification, understanding and evaluation of tax planning opportunities; related tax policy issues including multi-jurisdictional issues; ethical guidelines; Circular 230 and Statements on Responsibilities in Tax Practice.

- 5.3 Rationale for revision of course catalog listing: To revise the course description to better reflect tax research and planning topics relevant to the accounting profession.

**6. Revise course credit hours:**

- 6.1 Current course credit hours:  
6.2 Proposed course credit hours:  
6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:** Fall 2011

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

Accounting Department:	<u>March 10, 2010</u>
GFCB Graduate Committee	<u>April 12, 2010</u>
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(Action Item)**

Contact Person: Steve C. Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 540
- 1.2 Course title: Advanced Auditing Standards and Applications
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Advanced Auditing Standards and Applications
- 2.2 Proposed course title: Advanced Auditing Standards, Applications, and Fraud
- 2.3 Proposed abbreviated title: ADV AUD, APPS, & FRAUD
- 2.4 Rationale for revision of course title: To revise the course title to better reflect current topics relevant to the accounting profession and business.

**3. Revise course number:**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which):  
Prerequisite: ACCT 450 or equivalent
- 4.2 Proposed prerequisites/corequisites/special requirements: ACCT 450 (Auditing & Assurance Services) or equivalent with a C or better
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
To ensure students have the necessary foundation to succeed in the course.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Prerequisite: ACCT 450 or equivalent  
Philosophy and development of auditing; audit efficiency; risk assessment; sampling; and analytical procedures; the ethical and legal environment of auditing; organizing and managing the audit firm under differing management styles; internal auditing; and careers in education.

- 5.2 Proposed course catalog listing:  
Prerequisite: ACCT 450 or equivalent with a C or better.  
Study of auditing standards including international auditing standards; risk assessment; analytical procedures; the ethical and legal environment of auditing; audit memos; fraud risks in audits; and other forensic auditing topics.
- 5.3 Rationale for revision of course catalog listing: To revise the course description to better reflect current auditing and forensic accounting topics relevant to the accounting profession.

**6. Revise course credit hours:**

- 6.1 Current course credit hours:  
6.2 Proposed course credit hours:  
6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:** Fall 2011

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

Accounting Department:	<u>March 10, 2010</u>
GFCB Graduate Committee	<u>April 12, 2010</u>
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**Attachment: Course Inventory Form**

Proposal Date: March 10,  
2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 550
- 1.2 Course title: Seminar in Accounting for Nonprofit Organizations
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Seminar in Accounting for Nonprofit Organizations
- 2.2 Proposed course title: Special Topics in Accounting for Not-for-Profit Organizations and Governments
- 2.3 Proposed abbreviated title: SP TP NFP & GOVT
- 2.4 Rationale for revision of course title: To revise the course title to better reflect current topics relevant to the accounting profession and business.

**3. Revise course number:**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Examines accounting concepts and techniques which aid nonprofit organizations in financial reporting, planning, and control.
- 5.2 Proposed course catalog listing:  
Study of current topics in accounting for not-for-profit organizations and governments. Topics may include college and universities accounting, health care accounting, voluntary health and welfare accounting, other nonprofit accounting, federal government accounting, managerial

accounting for state and local governmental units, and federal financial assistance auditing.

5.3 Rationale for revision of course catalog listing:

To revise the course description to better current topics in accounting for Not-for-Profit and governments relevant to the accounting profession.

**6. Revise course credit hours:**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:** Fall 2011

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

Accounting Department:

March 10, 2010

Gordon Ford College Graduate Committee

April 12, 2010

Graduate Council

May 13, 2010

University Senate

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**Attachment: Course Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Steve C. Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ACCT 598
- 1.2 Course title: Independent Study in Accounting
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Independent Study in Accounting
- 2.2 Proposed course title: Special Topics in Accounting
- 2.3 Proposed abbreviated title: SP TPS ACCT
- 2.4 Rationale for revision of course title: To revise the course title to reflect the fact that the course will be offered as needed to cover special topics

**3. Revise course number:**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which):  
Prerequisite: Admission to the MPA Program.
- 4.2 Proposed prerequisites/corequisites/special requirements: Admission to the Masters of Accountancy Program
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
To reflect the change in the name of the program.
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Prerequisite: Admission to the MPA Program.  
Directed study and research in selected topics in accounting. Prerequisites are determined by the faculty member directing the study.
- 5.2 Proposed course catalog listing:  
Prerequisite: Admission to the Master of Accountancy program.

Current topics relevant to the accounting profession and business;  
Prerequisites are determined by program director and faculty member offering the course. Course offering will be on an as-needed basis and specific topics will vary based on availability of qualified faculty and resources.

- 5.3 Rationale for revision of course catalog listing: To revise the course description to reflect the inclusion of current and relevant topics in accounting profession as a special topics course.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 3  
6.2 Proposed course credit hours: 3  
6.3 Rationale for revision of course credit hours:

- 7. Proposed term for implementation:** Fall 2011

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

Accounting Department:	<u>March 10, 2010</u>
GFCB Graduate Committee	<u>April 12, 2010</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: 3/10/2010

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

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of program:**

**1.1 Reference number:** 117

**1.2 Current program title:** Master of Science in Computer Science

**1.3 Credit hours:** 30

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

- Increase the GAP score requirement for admission to 2500
- Add a new “net-centric” concentration
- Add CS 450G, CS 550, and CS 570 to “net-centric” concentration

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
Admission Requirements	Admission Requirements
Admission requirements include a minimum 2.9/4.0 undergraduate grade point average and a minimum GAP score of <b>2200</b> . In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems.	Admission requirements include a minimum 2.9/4.0 undergraduate grade point average and a minimum GAP score of <b>2500</b> . In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems.
Core Courses	Core Courses
CS 445G CS 530 CS 543 CS 549 CS 560	CS 445G CS 530 CS 543 CS 549 CS 560
Research Tool Requirement	Research Tool Requirement

The research tool must be met by successful completion of CS 500 Research Methods and Projects.	The research tool must be met by successful completion of CS 500 Research Methods and Projects.
Elected Courses	Elected Courses
Five elective computer science courses (15 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted.	Five elective computer science courses (15 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted.
	<b>Concentration</b>
	<b>Students may elect the “net-centric” concentration. Students who choose the “net-centric” concentration must take CS 450G and six more credit hours from CS 550 (repeatable for six credit hours) and CS 570.</b>
Program Total	Program Total
30 hours	30 hours

**4. Rationale for proposed program revisions:**

The increase in the GAP score for admission will help improve the quality of our program. The proposed “net-centric” concentration will better prepare our graduates to enter the job market with respectable expertise in the net-centric area.

**5. Proposed term for implementation:** Spring 2011

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

Mathematics and Computer Science Department: 03/24/2010

Ogden College Graduate Committee 04/30/10

Graduate Council May 13, 2010

University Senate \_\_\_\_\_

**Attachment: Program Inventory Form**

Proposal Date: 3-5-10

**Potter College Arts and Letters  
Department of Music  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Robyn Swanson, Department of Music  
E-mail Address: [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu)  
Phone: 745-5925

**1. Identification of program:**

- 1.1 Current program reference number: 089
- 1.2 Current program title: Master of Arts in Education with a Major in Music Education
- 1.3 Credit hours: 30-33 hrs.

**2. Identification of the proposed program changes:** Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.

**3. Detailed program description:**

Old Program	New Program
<p><b>Admission Requirements:</b> To be eligible for admission to the Master of Arts in Education applicants must: hold or be eligible to hold a provisional certificate at the secondary level or have a valid secondary education conversion program on file with the Office of Teacher Admissions, Certification and Student teaching. (Note: Conversion program must be completed prior to or simultaneously with the Master of Arts in Education). Candidates must declare both a major and minor (one or the other must be in education). Meet the requirements for acceptance into Graduate College as stated in the Western Kentucky University Graduate Catalog. The requirements include a "GAP" score (product of the GRE score times the overall undergraduate grade point average) of</p>	<p><b>Admission Requirements: (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</b></p> <ul style="list-style-type: none"><li>1. Applicants who are alumni of WKU teacher preparation programs must submit either a current, valid teaching certificate or Statement of Eligibility*.</li><li>2. Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.5 GPA for all previous coursework (undergraduate and graduate) must submit either a current, valid teaching certificate or Statement of Eligibility* and a teacher work sample or KTIP portfolio for admission credentials review.</li><li>3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.5 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE</li></ul>

<p>3500 or higher.</p> <p>The Master of Arts in Education requires the development of a Professional Growth Plan (PGP) and a Portfolio which reflect satisfactory progress toward the attainment of the Experienced Teacher Standards. In addition, a written comprehensive examination is required at the conclusion of course work. The PGP, Portfolio, and all courses must be successfully completed before the recommendation for rank change is made.</p> <p>All hours over thirty (30) taken on a Master of Arts program may transfer to a Rank I program in music.</p> <p>Program Sequence EDU/MUS 501 must be taken during the first semester entering current certification program, PDP is developed. EDU/MUS 596 must be completed or enrolled in last semester of course work, portfolio reflecting Experienced Teacher Performance is presented.</p> <p><b>A. <u>Professional Education</u> 9-12 hrs:</b></p> <p>EDU 544 - Classroom Teaching Strategies 3 hrs</p> <p>SEC 580 - Curriculum 3 hrs or MGE 571 - Middle School Curriculum or ELED 503 - Org. of Elementary School Curriculum</p> <p>PSY 510 - Advanced Educational Psychology 3 hrs or PSY 511 - Psychology of Learning</p> <p>and: EXCED 516 - Child with Exceptionalities# (3 hrs)) # required unless EXED on undergrad. transcript.</p>	<p>Analytical Writing score of 3.5 or higher and submit either a current, valid teaching certificate or Statement of Eligibility*.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p><u>(Level 1) Professional Education Core—12-17 hours</u></p> <p><b>TCHL 500 – Foundations of Teacher Leadership (3 hours)</b>  <b>MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours)</b>  <b>MUS 514 – Secondary Music Curriculum (3 hours)</b></p> <p>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)  TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)  TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</p>
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<p><b>B. <u>Music Core Content</u></b> 9-12 hrs from:</p> <p>MUS 500 - Seminar in Theory 3 hrs</p> <p>MUS 518 - Advanced Conducting 3 hrs</p> <p>MUS 525 - Music and Human Experience 3 hrs</p> <p>MUS 530 - Music Literature 3 hrs</p> <p>MUS 538- Directed Ind. Study (Music) 3 hrs</p> <p>MUS 453G, - Applied Principal 2 hrs</p> <p>MUS 450 G-Applied Music Secondary 1 hr.</p> <p>Performing Ensembles: MUS 440G, 441G, 444G, 445G, 448G, 471G , 449 G- 1 hr</p> <p><b>C. <u>Music Education</u></b> 12 hrs from:</p> <p>Required (3 hours):</p> <p>EDU/MUS 501 - Seminar: Designing the PDP (MUS) 2 hr</p> <p>EDU/MUS 596 - Seminar: Standards Based Professional Portfolio (MUS) 1 hr</p> <p>Elected from the following (6 hours):</p> <p>MUS 509 - General Music, Elem/Middle 3 hrs</p> <p>MUS 512* - Workshop (1-3 hours with a total of 6)</p> <p>MUS 513* - Directed Independent Study 3 hrs</p> <p>MUS 514 - General Music, Secondary 3 hrs</p> <p>MUS 540 - Music Practicum 1 hr</p> <p>Applicable courses from component B:</p> <p>MUS 525 - Music and Human Experience 3 hrs</p> <p>MUS 453G, - Applied Principal 2 hrs</p> <p>Performing Ensembles :</p> <p>MUS 440G, 441G, 444G, 445G, 448G, 471G 1 hr</p> <p>*a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513; 1 MUS 512 is required.</p>	<p>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</p> <p>TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</p> <p>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)</p> <p><b>MUS 511: Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (3 hours)</b> <b>Courses in boldface are required.</b></p> <p><b>Mid-Point Assessment Requirements:</b> To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p><b><u>(Level 2) Specialization Component—18 hours</u></b> Advisor-approved elective courses selected from discipline in which student is certified.</p> <p><b><u>Music Core Content</u></b> 12 hrs from:</p> <p>MUS 500 - Seminar in Theory 3 hrs</p> <p>MUS 518 - Advanced Conducting 3 hrs</p> <p>MUS 525 - Music and Human Experience 3 hrs</p> <p>MUS 530 - Music Literature 3 hrs</p> <p>MUS 538- Directed Ind. Study (Music) 3 hrs</p> <p>MUS 453G, - Applied Principal 2 hrs</p> <p>MUS 450 G-Applied Music Secondary 1 hr.</p> <p>Performing Ensembles: MUS 440G, 441G, 444G, 445G, 448G,</p>
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<p><b><u>Research Tool:</u></b> 3 hours</p> <p>*MUS 511 - Investigations in Music Education 3 hrs or EDFN 500 - Research Methods Continuous Assessment/Evaluation Procedures</p> <p>Benchmark and Feedback Loop:</p> <p><b><u>Benchmark I: Admission Policies:</u></b> Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. Admission decisions are based upon both the undergraduate grade point average and the GRE General Test score. THE GAP score is the product of the GRE score x the overall undergraduate grade point and must be 3500 or higher.</p> <p><b><u>Benchmark II: Advisement and Professional Growth Plan:</u></b> When a student is approved to enter the Rank II program, either master's degree or fifth year option, the individual will meet with the music program advisor to design the program of study and Professional Growth Plan that best addresses the educational needs of that student. Feedback loops are provided by the music program advisor who is responsible for reviewing the program of study, portfolio contents, and experiences with each candidate before the candidate registers for the next semester.</p> <p><b><u>Benchmark III: Program of Study Form C:</u></b> All degree-seeking students must submit a planned program of study Form C to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with the Office of Graduate Studies regulations, the degree program is to be developed in consultation with the approved advisor that is assigned at the time of admission to the program. Non-degree education programs are</p>	<p>471G , 449 G- 1 hr</p> <p><b><u>Music Education : 6 hrs.</u></b> Elected from the following: MUS 512* - Workshop (1-3 hours with a maximum of 6) MUS 513* - Directed Independent Study 3 hrs</p> <p>Applicable courses from the music core: MUS 453G, - Applied Principal 2 hrs</p> <p>Performing Ensembles : MUS 440G, 441G, 444G, 445G, 448G, 471G 1 hr</p> <p>*a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513: 3 credit hours of MUS 512 is required.</p> <p><b><u>Program Completion Requirements:</u></b> Candidates must successfully complete MUS 511-Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor.</p>
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<p>reviewed, approved and kept on file in the Office of Teacher Certification. The approved program must be on file before a letter certifying completion of hours can be sent to the appropriate board of education.</p> <p><u>Benchmark IV: Admission to Candidacy Form D</u></p> <p>After completion of 12 hours of course work, the students seeking master's degrees should submit Form D to the Office of Graduate Studies. The student will meet with the music advisor and review the student's progress in the program of study. This process admits a student to candidacy for the degree. This process is not applicable to the Fifth Year Program candidates.</p> <p><u>Benchmark V: Comprehensive Examination: (last semester of course work)</u></p> <p>The Master of Arts in Education Degree Program with a major in music, requires satisfactory completion of a comprehensive written examination. The student will take the written comprehensive exam after no more than nine hours remain on the approved program.</p> <p><u>Benchmark VI: Standards Based Professional Portfolio Presentation</u></p> <p>All Rank II music education candidates will present and defend their Standards Based Professional Portfolio to the appropriate music education and education faculty.</p> <p>After all degree requirements are satisfactorily met, the candidate must complete a degree application and return it to the Registrar's office.</p>	
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**4. Rationale for the proposed program change:** At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education

throughout the state have been charged with redesigning their master's and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

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

Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

Music Department/Division:	3-25-2010
PCAL Curriculum Committee	4-1-2010
Professional Education Council	4-14-2010
Graduate Council	___ May 13, 2010 ___
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: April 13, 2010

**College of Health and Human Services  
Department of Communication Disorders  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Dr. Richard Dressler, [richard.dressler@wku.edu](mailto:richard.dressler@wku.edu), 745-6280

**1. Identification of program:**

- 1.1 Current program reference number: 114
- 1.2 Current program title: Master of Science in Communication Disorders
- 1.3 Credit hours: 49

**2. Identification of the proposed program changes:** Change course catalog description of admission criteria and required semester hours for completion of the program.

**3. Detailed program description:**

<p>This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading to national certification and state licensure.</p> <p><b>In addition to Graduate Studies admission requirements, the program requires an undergraduate grade point average of 3.2. The applicant's GAP (GRE x GPA) must be a minimum of 2800. Students with a prior master's degree from an accredited institution may be exempt from the GRE admission requirements upon recommendation of the graduate faculty; however, the prior master's degree GPA must be 3.5 at minimum. Any academic deficiencies required to meet certification requirements of the American Speech-Language-Hearing Association must be completed. A strong academic</b></p>	<p>This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading to national certification and state licensure.</p> <p><b>Applicants to the Communication Disorders graduate program will be ranked based on scores in the following areas:</b></p> <ul style="list-style-type: none"><li>• <b>Verbal score of the GRE</b></li><li>• <b>Writing score of the GRE</b></li><li>• <b>Average GPA for the last 60 credit hours of college coursework</b></li><li>• <b>Written essay</b></li><li>• <b>Clinical skills (WKU CD undergrads only)</b></li></ul> <p><b>Forty-nine semester hours are required for both the thesis and non-thesis option. The research tool requirement (3 hours) may be met by successful completion of CD 500</b></p>
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Proposal Date: April 5, 2010

**Potter College of Arts & Letters  
Department of Communication  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Jenifer Lewis, jenifer.lewis@wku.edu, 270-745-6578

**1. Identification of program:**

- 1.1 Current program reference number: 175
- 1.2 Current program title: Graduate Certificate in Organizational Communication
- 1.3 Credit hours: 12

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

- Removing COMM 461G: Organizational Communication from the required core.
- Adding COMM 581: Applied Organizational Communication to the required core.
- Removing COMM 581: Applied Organization Communication from the free elective options.

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Changes</b>
The Graduate Certification in Organizational Communication consists of the following (12 hrs in total)	The Graduate Certification in Organizational Communication consists of the following (12 hrs in total)
<b>A. Core Courses (6 credit hours)</b> <ul style="list-style-type: none"><li>• COMM 461G Organizational Communication</li><li>• COMM 561: Multinational Business Communication</li></ul>	<b>A. Core Courses (6 credit hours)</b> <ul style="list-style-type: none"><li>• <b>COMM 581: Applied Organizational Communication</b></li><li>• COMM 561: Multinational Business Communication</li></ul>
<b>B. Restricted Electives (3 credit hours)</b> <ul style="list-style-type: none"><li>• COMM 586: Processes of Group communication</li><li>-OR-</li><li>• COMM 578: Seminar in Interpersonal Communication</li></ul>	<b>B. Restricted Electives (3 credit hours)</b> <ul style="list-style-type: none"><li>• COMM 586: Processes of Group communication</li><li>-OR-</li><li>• COMM 578: Seminar in Interpersonal Communication</li></ul>
<b>C. Free Elective (3 credit hours, selected from the courses below)</b> <ul style="list-style-type: none"><li>• COMM 563: Issues Management</li><li>• COMM 564: Crisis Communication</li><li>• COMM 565: Communication and Conflict</li><li>• COMM 566: Corporate &amp; Organizational Advocacy</li><li>• COMM 571: Computer Mediated Communication in Organizations</li><li>• COMM 578: Seminar in Interpersonal Communication</li></ul>	<b>C. Free Elective (3 credit hours, selected from the courses below)</b> <ul style="list-style-type: none"><li>• COMM 563: Issues Management</li><li>• COMM 564: Crisis Communication</li><li>• COMM 565: Communication and Conflict</li><li>• COMM 566: Corporate &amp; Organizational Advocacy</li><li>• COMM 571: Computer Mediated Communication in Organizations</li><li>• COMM 578: Seminar in Interpersonal Communication</li></ul>

<ul style="list-style-type: none"> <li>• COMM 581: Applied Organizational Communication</li> <li>• COMM 586: Process of Group communication</li> <li>• COMM 587: Communication in Intercultural Negotiation &amp; Mediation</li> </ul>	<ul style="list-style-type: none"> <li>• <del>COMM 581: Applied Organizational Communication</del></li> <li>• COMM 586: Process of Group communication</li> <li>• COMM 587: Communication in Intercultural Negotiation &amp; Mediation</li> </ul>
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**4. Rationale for the proposed program change:**

The Department of Communication no longer offers COMM 461G. COMM 581 has been accepted as a substitute for COMM 461 G in the certificate program for the past few years. The proposed change makes this a permanent change instead of processing a course substitute for each student as we have been doing for the past few years.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2010

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

Communication Department/Division:	April 5, 2010
PCAL Curriculum Committee	May 6, 2010
Graduate Council	____June 10, 2010____
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: 3/16/ 2010

**College of Education and Behavioral Sciences**  
**Department of Educational Administration, Leadership, and Research**  
**Proposal to Revise A Program**  
**(Information Only)**

Contact Person: Dr. Bud Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-4890

**1. Identification of program:**

- 1.1 Current program reference number: 121
- 1.2 Current program title: Planned Sixth-Year (Rank I) Education Administration
- 1.3 Credit hours: 60 graduate hours, including the hours completed toward the master's degree.

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

Dropping the GRE requirement for admission to the Planned Sixth-Year (Rank I) in Education Administration

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<u>Admission Requirements:</u> School Principal All Grades 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate. 2. Has a master's degree from an accredited institution; 3. Has 3.0 GPA or above on all graduate work; 4. <b>Has a qualifying GAP of 2200 (undergraduate GPA times GRE) and 3.5 or higher on the Analytical Writing test college requirement; and</b> 5. Has been recommended for admission by the Educational Administration, Leadership, & Research Admission Committee.  Supervisor of Instruction 1. Has completed three years full-time	<u>Admission Requirements:</u> School Principal All Grades 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate. 2. Has a master's degree from an accredited institution; 3. Has a 3.0 GPA or above on all graduate work; 4. <b>Has submitted a department admission packet and</b> been recommended for admission by the Educational Administration, Leadership, & Research Admission Committee.  Supervisor of Instruction 1. Has completed three years full-time appropriate teaching experience;

<p>appropriate teaching experience;</p> <ol style="list-style-type: none"> <li>Has master's degree from an accredited institution;</li> <li>Has a 3.2 GPA or above on all graduate work <b>and an acceptable score on either the GRE, MAT, or NTE</b>; and</li> <li>Has completed appropriate prerequisite courses.</li> </ol> <p>Director of Pupil Personnel</p> <ol style="list-style-type: none"> <li>Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>Has a master's degree from an accredited institution;</li> <li>Has a 3.2 GPA or above on all graduate work <b>and an acceptable score on the GRE, MAT, or NTE</b>; and</li> <li>Has completed the appropriate prerequisite courses.</li> </ol>	<ol style="list-style-type: none"> <li>Has master's degree from an accredited institution;</li> <li>Has a 3.2 GPA or above on all graduate work;</li> <li>Has completed appropriate prerequisite courses.</li> </ol> <p>Director of Pupil Personnel</p> <ol style="list-style-type: none"> <li>Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>Has a master's degree from an accredited institution;</li> <li>Has a 3.2 GPA or above on all graduate work;</li> <li>Has completed the appropriate prerequisite courses.</li> </ol>
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**4. Rationale for the proposed program change:**

The department feels that a GAP score is not needed for admission to the Planned Sixth-Year (Rank I) programs as these students have proven their ability to complete graduate work having successfully completed master's degrees. In addition, no other department in the College of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

**5. Proposed term for implementation and special provisions (if applicable):**  
Fall 2010

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

Department of Educational Administration,  
Leadership, and Research

\_\_\_\_3/16/10\_\_\_\_

CEBS Curriculum Committee

\_\_\_\_4/6/10\_\_\_\_

Professional Education Council

\_\_\_\_4/14/10\_\_\_\_

Graduate Council (for information)

\_\_\_\_(May 13, 2010)\_\_\_\_

**College of Education and Behavioral Sciences**  
**Department of Educational Administration, Leadership, and Research**  
**Proposal to Revise A Program**  
**(Information Only)**

Contact Person: Dr. Bud Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-4890

**1. Identification of program:**

- 1.1 Current program reference number: 131
- 1.2 Current program title: Certification in Education Administration
- 1.3 Credit hours: 15-18

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

Dropping the GRE requirement for admission to Certification Programs in Education Administration

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<u>Admission Requirements:</u> School Principal All Grades 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate. 2. Has a master's degree from an accredited institution; 3. Has a 3.0 GPA or above on all graduate work; 4. <b>Has a qualifying GAP of 2200 (undergraduate GPA times GRE) and 3.5 or higher on the Analytical Writing test college requirement; and</b> 5. Has been recommended for admission by the Educational Administration, Leadership, & Research Admission Committee.  Supervisor of Instruction 1. Has completed three years full-time appropriate teaching experience;	<u>Admission Requirements:</u> School Principal All Grades 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate. 2. Has a master's degree from an accredited institution; 3. Has a 3.0 GPA or above on all graduate work; 4. Has <b>submitted a department admission packet and</b> been recommended for admission by the Educational Administration, Leadership, & Research Admission Committee.  Supervisor of Instruction 1. Has completed three years full-time appropriate teaching experience; 2. Has master's degree from an

<ol style="list-style-type: none"> <li>Has master's degree from an accredited institution;</li> <li>Has a 3.2 GPA or above on all graduate work <b>and an acceptable score on either the GRE, MAT, or NTE;</b> and</li> <li>Has completed appropriate prerequisite courses.</li> </ol> <p>Director of Pupil Personnel</p> <ol style="list-style-type: none"> <li>Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>Has a master's degree from an accredited institution;</li> <li>Has a 3.2 GPA or above on all graduate work <b>and an acceptable score on the GRE, MAT, or NTE; and</b></li> <li>Has completed the appropriate prerequisite courses.</li> </ol> <p>Superintendent</p> <ol style="list-style-type: none"> <li>Has completed Level I and II preparation requirements for administrative endorsement as principal or supervisor;</li> <li>Has a 3.2 GPA or above on all graduate work;</li> <li><b>Has an acceptable score on the GRE, MAT, or NTE: and</b></li> <li>Has submitted recommendations</li> </ol>	<p>accredited institution;</p> <ol style="list-style-type: none"> <li>Has a 3.2 GPA or above on all graduate work; and</li> <li>Has completed appropriate prerequisite courses.</li> </ol> <p>Director of Pupil Personnel</p> <ol style="list-style-type: none"> <li>Has completed three (3) years full-time appropriate teaching experience or employment in a school setting;</li> <li>Has a master's degree from an accredited institution;</li> <li>Has a 3.2 GPA or above on all graduate work;</li> <li>Has completed the appropriate prerequisite courses.</li> </ol> <p>Superintendent</p> <ol style="list-style-type: none"> <li>Has completed Level I and II preparation requirements for administrative endorsement as principal or supervisor;</li> <li>Has a 3.2 GPA or above on all graduate work;</li> <li>Has submitted required recommendations</li> </ol>
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**4. Rationale for the proposed program change:**

The department feels that a GAP score is not needed for admission to certification programs as these students have proven their ability to complete graduate work having successfully completed master's degrees. In addition, no other department in the College of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

**5. Proposed term for implementation and special provisions (if applicable):**  
Fall 2010

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

Department of Educational Administration,  
Leadership, and Research

3/16/10

CEBS Curriculum Committee

4/6/10

Professional Education Council

4/14/10

Graduate Council (for information)

(May 13, 2010)

University Senate (for information)

Proposal Date: 04/22/2010

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item-Information only for Graduate Council & University Senate)**

Contact Person: Dr. Nedra Atwell, [Nedra.atwell@wku.edu](mailto:Nedra.atwell@wku.edu), 745-4647

**1. Identification of program:**

1.1 Current program reference number: 132

1.2 Current program title: Certification-only in Teacher Education: Director of Special Education

1.3 Credit hours: 15 hours

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

Dropping the GRE requirement for admission to the certification program for Director of Special Education.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>Certification for Director of Special Education Endorsement (15 hours)</b></p> <p>The endorsement for Director of Special Education may be recommended when the student has met the following conditions:</p> <ul style="list-style-type: none"><li>• Hold a valid certificate as a teach of exceptional children or school psychologist in one of the recognized categories of exceptionality</li><li>• Completed three (3) years of full-time teaching as a teacher of special education or school psychologist</li><li>• Master's degree from an accredited institution</li><li>• A 3.0 GPA or above on all graduate work</li><li>• An acceptable score on the GRE, MAT, or NTE</li><li>• Recommendations</li><li>• Gain acceptance to graduate studies</li><li>• Complete a minimum of 15 graduate hours in the approved program of study with at least 9 hours taken at Western Kentucky University</li></ul>	<p><u>Admission Requirements:</u></p> <p>Director of Special Education All Grades</p> <ol style="list-style-type: none"><li>1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current, valid teaching certificate for exceptional children or school psychologist.</li><li>2. Has a master's degree from an accredited institution.</li><li>3. Has been recommended for admission by the Exceptional Education Graduate Admission Committee.</li><li>4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist.</li><li>5. Has a 3.2 GPA or above on all graduate work.</li></ol>

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

Department faculty feel that a GAP score is not needed for admission to certification programs as these students have proven their ability to complete graduate work having successfully completed master's degrees. In addition, no other department in the College of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

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

Fall 2010

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

School of Teacher Education	4/22/10
CEBS Curriculum Committee	<u>5/4/10</u>
Professional Education Council	<u>5/12/10</u>
Graduate Council (for information)	<u>(June 10, 2010)</u>
University Senate (for information)	<u>                    </u>

Proposal Date: 04/22/2010

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item-Information only for Graduate Council & University Senate)**

Contact Person: Dr. Nedra Atwell, [Nedra.atwell@wku.edu](mailto:Nedra.atwell@wku.edu), 745-4647

**1. Identification of program:**

- 1.1 Current program reference number: 0426
- 1.2 Current program title: Planned Sixth-Year (Rank I) Director of Special Education
- 1.3 Credit hours: 60 graduate hours, including the hours completed toward the master's degree.

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

Dropping the GRE requirement for admission to the Planned Sixth-Year (Rank I) in Director of Special Education.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>Rank 1 and Certification for Director of Special Education Endorsement (30 hours)</b></p> <p>The endorsement for Director of Special Education may be recommended when the student has met the following conditions:</p> <ul style="list-style-type: none"><li>• Hold a valid certificate as a teach of exceptional children or school psychologist in one of the recognized categories of exceptionality</li><li>• Completed three (3) years of full-time teaching as a teacher of special education or school psychologist</li><li>• Master's degree from an accredited institution</li><li>• A 3.0 GPA or above on all graduate work</li><li>• An acceptable score on the GRE, MAT, or NTE</li><li>• Recommendations</li><li>• Gain acceptance to graduate studies</li><li>• Complete a minimum of 15 graduate hours in the approved program of study with at least 9 hours taken at Western Kentucky University</li></ul>	<p><u>Admission Requirements:</u></p> <p>Director of Special Education All Grades</p> <ul style="list-style-type: none"><li>6. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current, valid teaching certificate for exceptional children or school psychologist.</li><li>7. Has a master's degree from an accredited institution.</li><li>8. Has been recommended for admission by the Exceptional Education Graduate Admission Committee.</li><li>9. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist.</li><li>10. Has a 3.2 GPA or above on all graduate work.</li></ul>

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

Department faculty feel that a GAP score is not needed for admission to certification programs as these students have proven their ability to complete graduate work having successfully completed master's degrees. In addition, no other department in the College of Education and Behavioral Sciences requires the GRE score for admission to non-degree programs.

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

Fall 2010

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

School of Teacher Education      4/22/10

CEBS Curriculum Committee      5/4/10

Professional Education Council      5/12/10

Graduate Council (for information)      (June 10, 2010)

University Senate (for information)      \_\_\_\_\_

Proposal Date: February 24, 2010

**Potter College of Arts & Letters  
Department of Philosophy and Religion  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Person: Eric Bain-Selbo, [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu), x55744

**1. Identification of program:**

- 1.1 Program title: Graduate Certificate in Religious Studies
- 1.2 Required hours in program: 15
- 1.3 Special information:
- 1.4 Catalog description:

The Graduate Certificate in Religious Studies is a program designed for individuals seeking personal or professional development through the academic study of religion. The certificate program requires students to take RELS 500 (4 credits), two sections of RELS 601 (Graduate Seminar in Religious Studies, 4 credits each), and one RELS elective determined in consultation with the assigned advisor (this may be a 400G course, 500- or 600-level course, graduate course in another department, or a graduate course transferred from another institution).

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

This programs seeks to:

- introduce students to fundamental theories and methodologies in the study of religion;
- introduce students to a number of different religious tradition;
- provide a range of traditional and non-traditional students the opportunity to explore graduate studies in religion;
- provide an opportunity for K-12 teachers to learn more about the academic study of religion, thus informing their own work in courses in history, social studies, etc.;
- serve students who are unable to attend traditional face-to-face classes the option of taking graduate courses via videoconferencing and/or online.

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program: The certificate program accompanies the development of the M.A. in Religious Studies program. The certificate program allows students with an interest in taking graduate courses in Religious Studies the ability to earn some form of credentials through their work. The core courses of this program and a select number of elective courses will be offered via videoconferencing, thus allowing students to complete the certificate through distance learning.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: This program draws exclusively upon courses already created and offered in our M.A. program. However, it potentially has positive implications for both undergraduate programs in the department. With the technology for this certificate program, all faculty in the department could use it to provide courses that occasionally could serve students at a distance.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: In structure and intent, this certificate program may have similarities to other programs at WKU. The specific content of this certificate program separates it from all other programs at WKU.
- 3.4 Projected enrollment in the proposed certificate program: 10-15, based on the interest in the M.A. program among current students and Religious Studies alumni.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): It was very difficult to find any comparable programs to the one proposed here. The most comparable program is the Certificate in Religious Studies for the Professions at Missouri State University. It is a 12 hour graduate program. Another program that is somewhat similar is the Graduate Certificate in Religious Studies at the Hartford Seminary in Connecticut. In terms of our benchmark institutions, none of them offer a certificate program in Religious Studies. In regard to our benchmark institutions, only one of the 19 has a graduate certificate in Religious Studies (in fact, only one of the 19 offers any graduate program in Religious Studies).

<b>Institution</b>	<b>Graduate Certificate in Religion</b>
Ball State University	No
Cal. State University—Chico	No
Cal. State University—Fresno	No
University of Central Missouri	No
Eastern Illinois University	No
Eastern Michigan University	No
Florida Atlantic University	No
Indiana State University	No
Middle Tenn. State University	No
Missouri State University	<b>Yes</b>
Montclair State University	No
Northern Arizona University	No
Oakland University	No
Stephen F. Austin State Univ.	No
Towson University	No
University of Northern Iowa	No
Western Illinois University	No
Wichita State University	No
Youngstown State University	No

- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This program addresses several aspects of the university mission and its objectives. First, the study of religion—in all its manifestations—is central to preparing students “to be productive, engaged leaders in a global society.” Second, the certificate aims primarily at students wanting to grow personally through advanced study. Thus, it encourages “life-long learning.” Third, as the university seeks to increase its graduate enrollments, this unique program will distinguish WKU and make a significant contribution to our becoming a “leading American university.”

#### **4. Curriculum:**

<b>Category</b>	<b>Course(s)</b>
I. Theory and Method	RELS 500: Theory and Method in the Study of Religion (4 credit hours)
II. Seminars	Two offerings of RELS 601: Graduate Seminar in Religious Studies (4 credit hours each, total of 8 credit hours)
III. Elective	One course from RELS 400G courses, 500, or 600 level courses (3-4 credit hours)

**5. Budget implications:** This program will not require any additional faculty resources. It

will draw upon courses already taught as part of our M.A. program. Initial funding for technology in our seminar room will be provided by Potter College and the Department of Philosophy and Religion.

**6. Proposed term for implementation: 201130**

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

Religious Studies program March 15, 2010

Department of Philosophy and Religion March 24, 2010

Potter College Curriculum Committee April 1, 2010

Graduate Council \_\_\_\_ May 13, 2010 \_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Program Inventory Form**

Proposal Date: 04/14/2010

**College of Education and Behavioral Sciences  
Department of Counseling and Student Affairs  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Person: Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4849

**1. Identification of program:**

**1.1 Program title:** Certificate in Career Counseling

**1.2 Required hours in program:** 15 hours

**1.3 Special information:** Requirements for admission to the program include completion of a baccalaureate degree and adequate preparation in the area of study.

**1.4 Catalog description:** The Certificate in Career Counseling (CCC) is designed to provide career counselors, educators, and other helping professionals with the advanced knowledge and skills they need in order to better serve students and clients within the context of an employment landscape that is volatile and ever changing. Participants in this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Moreover, the CCC program complements the master's degree programs in student affairs, school counseling, and mental health counseling. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires an internship in career counseling. The program may be completed as a stand-alone program, or students admitted into the MAE in Student Affairs, Mental Health Counseling, or School Counseling may incorporate up to 12 hours of the certificate program into their program of study (if appropriate). Admission to the CCC program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study. This certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere. However, students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program. Please note that admission to, or completion of, the CCC program will not guarantee admission to any graduate degree program.

**2. Objectives of the proposed certificate program:** Upon completion of this certificate program, students should demonstrate:

- A comprehensive understanding of the changing nature of work in light of changing political, social, cultural, technological, and economic conditions, and the ability to use that understanding to better help students and clients prepare for the work-related realities precipitated by those changes.

- A comprehensive understanding of, and ability to use, the resources available for career, vocational, educational, and occupational counseling, including labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).
- An understanding of, and ability to implement, career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance and programs to support successful career and employment transitioning.
- An understanding of the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development, and the ability to apply this information in working with students and clients.
- A comprehensive understanding of career exploration and planning, educational planning, and the process of transitioning to and across the workplace, as well as, follow-up and evaluation of activities related to career transitions and lifelong learning.

### 3. **Rationale:**

**3.1 Reason for developing the proposed certificate program:** As career and vocational concerns form at least a partial basis for numerous choices made and issues expressed by students at the college level and by individuals throughout life, a significant number of graduate students within the student affairs masters program have expressed a desire for additional training in the area of career counseling and career program management. Data indicate that career decision-making self-efficacy significantly influences students' intent to persist in higher education (Sandler, 2000). Thus, supporting students in making academic and career decisions can have a direct impact on college degree completion, retention and success, factors that remain consistent components of WKU's vision and the recently updated strategic plan which states, "...better retention of current students and degree completion are key variables as we measure academic quality at WKU." Students in this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Additional rationale for the development of this certificate program is based upon the Department of Labor, Bureau of Labors Statistics' projection that between 2008 and 2018 employment for educational, vocational, and school counselors will grow by 14 percent, which is faster than the average for all occupations (<http://www.bls.gov/OCO/ocos067.htm>). Concurrently, changes in standards for professional counseling practice; the variety of settings in which counseling takes place; the need for increased understanding of both global employment and economic trends, as well as a multicultural

client base; and the growing complexity of ethical, legal and professional issues surrounding counseling in a global and electronic context, require an increased skill set, depth of knowledge, and ability to analyze, assess and address current and future career counseling program administration needs. It is also anticipated that completion of the certificate program will enhance the student's marketability.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:** This certificate program will complement the master's degree programs in student affairs, school counseling, and mental health counseling. Please note that admission to, or completion of, the CCC program will not guarantee admission to any departmental degree program.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:** There is no direct relationship as all the coursework is offered through the sponsoring department. Graduate students from other departments or institutions would be eligible to work toward completion of this certificate program. There are no comparable certificate programs at WKU.
- 3.4 Projected enrollment in the proposed certificate program:** Based on similar experiences with the other two graduate certificate programs offered through the department, enrollments are projected to be 10-20 students per year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** None of the benchmark or state institutions surveyed currently offer a graduate certificate in career counseling. The University of South Florida offers a 13-14 graduate credit hour Career Counseling Graduate Certificate. New York University's School of Continuing and Professional Studies offers a 15 graduate credit hour Certificate in Career Planning and Development. Finally, RMIT University in Melbourne, Australia, offers a 1-year Graduate Certificate in Career Education and Development.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:** According to our mission statement, "Western Kentucky University prepares students to be productive, engaged leaders in a global society. It provides service and lifelong learning opportunities for its constituents." This certificate relates to this mission in that it will help prepare professionals who can assist individuals in attaining their career and employment goals, thereby helping each person better realize their potential as productive members of the global community.

#### 4. Curriculum:

Required Courses (9 hours):

- CNS 556 Developmental Career Counseling (3 hours)
- CNS 675 Advanced Career Counseling and Services Administration (3 hours)

- CNS 595 Internship (in Career Counseling) (3 hours)

Restricted Electives (6 hours):

Two courses selected from the following (after consultation with their advisor and based on their individual educational and career needs):

- CNS 572 The College Student Experience (3 hours)
- CNS 574 Student Development in Higher Education (3 hours)
- CNS 577 Counseling Concepts and Applications for Student Affairs Professionals (3 hours)
- CNS 552 Testing and Assessment in Counseling (3 hours)
- CNS 553 Community Resources in Counseling (3 hours)
- CNS 559 Counseling Techniques (3 hours)
- CNS 576 Technology in Student Affairs (3 hours)

Total graduate hours required: 15

**5. Budget implications:**

- 5.1** Proposed method of staffing: Existing faculty
- 5.2** Special equipment needed: None
- 5.3** Expendable materials needed: None
- 5.4** Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2011**

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

Department of Counseling and Student Affairs:	04/14/2010
CEBS Curriculum Committee:	05/04/2010
Graduate Council:	____ June 10, 2010 ____
University Senate:	_____

**Attachment: Program Inventory Form**

Proposal Date: March 10, 2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Create a New Academic Degree Type  
(Action Item)**

Contact Person: Name, email, phone: Steve Wells  
[Steve.wells@wku.edu](mailto:Steve.wells@wku.edu)  
(270) 745-3895

**1 Identification of Academic Degree Type:**

- 1.1 **Academic degree type name:** Master of Accountancy  
**Standard degree type abbreviation:** MAcc
- 1.2 **Catalog description of academic degree type:**

The Master of Accountancy is an advanced program of study designed to provide students with an expanded understanding of accounting and business by building on the foundation gained in an undergraduate accounting program. The program provides a graduate-level curriculum to accommodate the growing body of knowledge in accounting and equips accounting students with additional skills and competencies. The curriculum consists of a series of courses allowing students to obtain a command of business and accounting concepts and analytical skills for decision-making. Graduates are prepared to research various databases related to accounting topics, exercise judgment in making accounting-related decisions, and effectively communicate the results of the research and analysis. The courses are delivered by professors who emphasize quality learning experiences and personal attention. Teaching methods vary with a mix of lectures, case studies, special projects, and research activities. In addition to completing the 30 hours of coursework, each student is encouraged to participate in a professional certification review program.

**2 Rationale:**

**2.1**

**Reason for developing the proposed academic degree type:**

This is a proposal to revive and revise the curriculum of a graduate accounting program, the Master of Professional Accounting (MPA), offered by Western Kentucky University prior to the full implementation of the 150-hour requirement for the CPA certificate. Most states now specify the 150-hour requirement. The revised program, a Master of Accountancy (MAcc), will enable accounting students at Western Kentucky University (WKU) to gain additional skills and competencies

beyond the undergraduate level, while also providing them a path to meet the 150-hour requirement for the CPA certificate. The proposal will also enable the accounting program at WKU to stay competitive with accounting programs at other institutions of higher education throughout the U.S.

There are at least three names commonly used throughout colleges and universities across the U.S. to identify a graduate program in accounting. These include:

1. Master of Accountancy (MAcc)
2. Master of Professional Accountancy (MPA)
3. Master of Science in Accountancy (MSAccy)

The purpose of each program is to provide accounting majors with an academic program allowing them an opportunity to obtain the 150 credit hours required by most state boards of public accountancy. Regardless of the title, the programs usually run one year in length and contains from ten to twelve three semester courses (30 to 36 semester hours total). The program may consist of all graduate accounting courses or a combination of graduate accounting courses, graduate tax courses and other graduate business electives.

**The 150-hour Requirement for Certified Public Accountant (CPA) Certification-** Various state boards of public accountancy and professional organizations have recognized the need for additional education by those desiring to enter the accounting profession. Most states (all but 6 jurisdictions in the U.S) specify 150-hours as a requirement for becoming a Certified Public Accountant (CPA). A few jurisdictions allow applicants to sit for the CPA exam with 120 hours but do not grant the certificate until the 150-hour requirement is met. This proposal for a 30-hour program provides students majoring in accounting at WKU with an attractive path to meet the 150-hour requirement while also obtaining a graduate degree.

**Growing Body of Common Knowledge in Accounting-** As the business world becomes more complex, the common body of knowledge in accounting and auditing continues to grow and expand. Likewise, accounting students need additional skills and new competencies to succeed in the constantly changing global-marketplace. This proposed program will enable the Department to provide a graduate-level curriculum to accommodate the growing body of knowledge in accounting. Accounting students will also gain additional skills and competencies essential for their future success.

**Reduction in Undergraduate Credit Hour Requirement from 128 to 120 Hours-** With the reduction in hours required for a WKU

baccalaureate degree to 120, accounting students will now need an additional 30 hours to meet the 150-hour requirement. Previously, students were tempted to simply take additional undergraduate courses with little consideration of the value added to their education to gain the additional 22 hours needed to meet the 150-hour requirement. As evidence of this strategy, 53% of the December 2008 and May 2009 graduates had earned 150 hours or more. Although WKU's MBA program is appealing for managers desiring upward mobility and students considering doctoral programs, the MBA has attracted only a few accounting majors. Accounting undergraduates who saw the value in a graduate degree in accounting had no choice but to apply to another university. This proposal provides a natural alternative at WKU for graduate education with a curriculum designed to equip students with additional skills and competencies for successful careers in accounting and business.

#### **AACSB Accreditation of the Undergraduate Accounting Program-**

The undergraduate accounting program recently obtained separate accounting accreditation by the AACSB-International (AACSB), the premier accreditation organization of colleges of business and accounting programs. WKU is only the third university in the state with both AACSB business and accounting accreditation. The WKU undergraduate accounting program provides a quality foundation on which to build a quality graduate program. It is also noteworthy that the other two schools with joint AACSB accreditation, the University of Kentucky and the University of Louisville, offer graduate programs in accounting.

**The Current Status of the Economy-** The current status of the economy suggests there will be less turnover in public accounting firms during the next few years. Thus, CPA firms will be less likely to recruit undergraduate seniors, which will encourage students to stay in college longer and pursue a graduate degree. These circumstances create a favorable environment for introducing a new graduate program in accounting.

**Graduate Degree Enhances Employment Prospects –** The Bureau of Labor Statistics (BLS) in its publication titled *Accountants and Auditors: Occupational Outlook Handbook, 2010-2011* forecasts a strong job growth for accountants. The BLS states that

“Employment of accountants and auditors is expected to grow by 22 percent between 2008-18, which is much faster than average for all occupations. Accountants and auditors who have earned professional recognition through certification or other designation, especially a CPA, should have the best prospects. Applicants with a master's degree in accounting or a master's degree in business

administration with a concentration in accounting also may have an advantage.”

This proposed MAcc will not only enable WKU’s accounting students to gain additional skills and competencies beyond the undergraduate level and provide them a path to meet the 150-hour requirement for the CPA certificate, but it will also enhance their employment prospects.

**Prior Experience with a Graduate Program-** The Department has prior experience in providing a graduate program. The MPA program was similar to many professional graduate accounting programs offered by other institutions during the time prior to the full implementation of the 150-hour requirement. Since the suspension of the MPA program, most jurisdictions have implemented the 150-hour requirement. The undergraduate accounting program has also attained separate accreditation to provide a quality undergraduate foundation for a graduate level program. Through the strategic planning process, the members of the faculty of the Department of Accounting have developed this proposal to revive and revise the curriculum for the Master of Accountancy program. The department sought and received guidance and input from various stakeholders, including members of the Accounting Advisory Council.

**Peer/Competitor Schools-** Most peer/competitor universities provide a path for accounting students to meet the 150-hour requirement. The other two universities in the Commonwealth with AACSB accredited business and accounting programs, the University of Kentucky and the University of Louisville, offer a graduate degree in accounting. Northern Kentucky University and Murray State University also offer a graduate accounting program. This proposal would provide accounting majors at Western Kentucky University, like those at other universities, with an attractive path to meet the 150-hour requirement.

## 2.2 **Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:**

The Kentucky State Board of Public Accountancy requires that applicants must have 150 credit hours prior to receiving the CPA certificate. One of the qualifications for licensure as certified public accountant per **KRS 325.261** is as follows:

“(5) Completes one hundred fifty (150) college semester hours that include a baccalaureate or masters degree conferred by a college or university recognized by the board with a major or concentration in accounting or its equivalent, as defined in administrative regulations promulgated by the board.”

The state boards of accountancy in most states require a total of 150 hours of college/university academic credit prior to obtaining the CPA

certificate. The specific requirements vary with some accepting undergraduate credit for the full 150 hours as long as the applicant has an undergraduate degree in accounting. Some require the 30 additional hours to be graduate level courses. Some allow applicants to take the CPA exam with only 120 hours but do not issue the certificate until the student satisfies the 150 hour requirement. Although WKU's accounting majors are primarily from Kentucky or Tennessee, their employment opportunities may be in any state. The proposed program will provide a safe harbor approach. The graduates of WKU's Master of Accountancy will meet the academic requirements to sit for and receive the CPA certification in any jurisdiction.

### 2.3

List other universities in Kentucky and in other states (including programs at benchmark institutions) offering this academic degree type:

<u>Name of College/University</u>	<u>Name of Degree</u>
University of Louisville	Master of Accountancy (MACC)
Northern Kentucky University	Master of Accountancy (MAcc)
University of Kentucky	Master of Science in Accounting (MSA)
Murray State University	Master of Professional Accountancy (MPAc)
Belmont University	Master of Accountancy (MACC)

Notable Universities with highly ranked Master in Accountancy programs include:

<u>Name of College/University</u>	<u>Name of Degree</u>
University of Alabama	Master of Accountancy
University of Mississippi	Master of Accountancy
Vanderbilt University	Master of Accountancy
University of Illinois	Master of Accountancy
Louisiana State University	Master of Accountancy
University of Texas at Austin	Master of Accountancy
University of Florida	Master of Accountancy
Northern Illinois University	Master of Accountancy
Texas A & M University	Master of Accountancy

<u>Other Universities (for example):</u>	<u>Name of Degree</u>
University of Tennessee	Master of Accountancy
Lipscomb University	Master of Accountancy
University of Central Arkansas	Master of Accountancy

Georgia College & State University	Master of Accountancy
Missouri State University	Master of Accountancy
Stetson University	Master of Accountancy
University of South Carolina	Master of Accountancy
University of Minnesota	Master of Accountancy
University of Arkansas at Fayetteville	Master of Accountancy

- 2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education:

The Master of Accountancy degree is recognized by the AACSB, SACS, and other regional accreditation organizations.

- 2.5 Relationship of the proposed degree type to other academic degree types now offered by the university:

The proposed program would require 18 hours of accounting coursework, with an additional 12 hours of electives selected primarily from courses offered in the Master of Business Administration, Master of Arts Applied Economics, and/or other appropriate current and future graduate programs offered at Western Kentucky University. Attention will be given to enhancing the skills and competencies specific to accounting, but the curriculum will allow for flexibility to meet the needs of the individual student. Other unique and enriching learning experiences, i.e., study abroad programs, internships, significant research projects, and engagement in significant community or economic development projects, may also be considered.

- 2.6 Current WKU major(s) qualifying for this degree type:

Graduates with a Bachelor of Science in Accounting who meet the admissions requirements would qualify for this degree.

Since a requisite foundation is needed for graduate study in accounting, students must first complete an undergraduate degree in accounting to be admitted to the proposed graduate program. It is anticipated that the majority of the students who will enroll in the proposed program will be graduates of WKU's Bachelor of Science in Accounting Program which graduates 55 – 65 students each year.

- 2.7 Projected number of annual graduates in the proposed degree type: 30

### 3 **Proposed term for implementation:** Fall 2011

**4      Dates of prior committee approvals:**

Accounting Department/	<u>March 10, 2010</u>
GFCB Graduate Committee	<u>April 12, 2010</u>
Consultation with CPE through Provost's Office	<u>3-16-10</u>
Graduate Council	<u>May 13, 2010</u>
University Senate	<u></u>
Board of Regents	<u></u>

**Attachment: Degree Inventory Form**

Proposal Date: March 10,  
2010

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Create a New Graduate Program  
(Action Item)**

Contact Person: Dr. Steve Wells, [steve.wells@wku.edu](mailto:steve.wells@wku.edu), 745-3895

**1. Identification of program:**

- 1.1 Program title: Master of Accountancy
- 1.2 Degree: Master of Accountancy
- 1.3 Classification of Instructional Program Code (CIP): 52.0301
- 1.4 Required hours in proposed major program: 30
- 1.5 Special information:
- 1.6 Program admission requirements:

In order to be considered eligible for admission to the Master of Accountancy (MAcc), an applicant must satisfy the following requirements:

- An application to Graduate Studies
- Official transcript(s) of all college work attempted indicating the applicant has received an undergraduate degree in accounting from an accredited college or university with a minimum undergraduate GPA of 3.25 (4.0 scale) for the terms in which the student completed the last sixty (60) hours of undergraduate coursework.
- Official Graduate Management Admissions Test (GMAT) score report with a minimum score of 500
- A grade of a "C" or better in all undergraduate accounting courses
- International students must provide evidence of their ability to communicate in English in both oral and written form. (For written skills, a minimum of 550 on the paper based TOEFL, a minimum of 213 on the computer based TOEFL, or a minimum of 79 on the iBT TOEFL).
- International students must submit transcript evaluations on a course level basis prepared by WES or similar organization. (The Kentucky State Board of Accountancy requires course credits to be certified by the Foreign Academics Credentialing Service or another credentialing

agency that is a member of the National Association of Credential Evaluation Services, Inc.).

These minimum requirements establish eligibility for admission, but do not guarantee acceptance into the program.

An applicant with an undergraduate degree in an area other than accounting who meets the other criteria may be considered for the program upon the completion of additional undergraduate and/or graduate foundation coursework.

1.7 Catalog description:

The Master of Accountancy is an advanced program of study designed to provide students with an expanded understanding of accounting and business by building on the foundation gained in an undergraduate accounting program. The program provides a graduate-level curriculum to accommodate the growing body of knowledge in accounting and equips accounting students with additional skills and competencies. The curriculum consists of a series of courses allowing students to obtain a command of business and accounting concepts and analytical skills for decision-making. Graduates are prepared to research various databases related to accounting topics, exercise judgment in making accounting-related decisions, and effectively communicate the results of the research and analysis. The courses are delivered by professors who emphasize quality learning experiences and personal attention. Teaching methods vary with a mix of lectures, case studies, special projects, and research activities. In addition to completing the 30 hours of coursework, each student is encouraged to participate in a professional certification review program.

**2. Rationale**

2.1 Reason for developing the proposed major program:

This is a proposal to revive and revise the curriculum of a graduate accounting program, the Master of Professional Accounting (MPA), offered prior to the full implementation of the 150-hour requirement for the CPA certificate. Most states now specify the 150-hour requirement. The revised program, a Master of Accountancy (MAcc), will enable accounting students at Western Kentucky University (WKU) to gain additional skills and competencies beyond the undergraduate level, while also providing them a path to meet the 150-hour requirement for the CPA certificate. The proposal will also enable the accounting program at WKU

to stay competitive with accounting programs at other institutions of higher education throughout the U.S.

**The 150-hour Requirement for Certified Public Accountant (CPA)**

**Certification-** Various state boards of public accountancy and professional organizations have recognized the need for additional education by those desiring to enter the accounting profession. Most states (all but 6 jurisdictions in the U.S) specify 150-hours as a requirement for becoming a Certified Public Accountant (CPA). A few jurisdictions allow applicants to sit for the CPA exam with 120 hours but do not grant the certificate until the 150-hour requirement is met. This proposal for a 30-hour program provides students majoring in accounting at WKU with an attractive path to meet the 150-hour requirement while also obtaining a graduate degree.

**Growing Body of Common Knowledge in Accounting-** As the business world becomes more complex, the common body of knowledge in accounting and auditing continues to grow and expand. Likewise, accounting students need additional skills and new competencies to succeed in the constantly changing global-marketplace. This proposed program will enable the Department to provide a graduate-level curriculum to accommodate the growing body of knowledge in accounting. Accounting students will also gain additional skills and competencies essential for their future success.

**Reduction in Undergraduate Credit Hour Requirement from 128 to 120 Hours-**

With the reduction in hours required for a WKU baccalaureate degree to 120, accounting students will now need an additional 30 hours to meet the 150-hour requirement. Previously, students were tempted to simply take additional undergraduate courses with little consideration of the value added to their education to gain the additional 22 hours needed to meet the 150-hour requirement. As evidence of this strategy, 53% of the December 2008 and May 2009 graduates had earned 150 hours or more. Although WKU's MBA program is appealing for managers desiring upward mobility and students considering doctoral programs, the MBA has attracted only a few accounting majors. Accounting undergraduates who saw the value in a graduate degree in accounting had no choice but to apply to another university. This proposal provides a natural alternative at WKU for graduate education with a curriculum designed to equip students with additional skills and competencies for successful careers in accounting and business.

**AACSB Accreditation of the Undergraduate Accounting Program-**

The undergraduate accounting program recently obtained separate accounting accreditation by the AACSB-International (AACSB), the

premier accreditation organization of colleges of business and accounting programs. WKU is only the third university in the state with both AACSB business and accounting accreditation. The WKU undergraduate accounting program provides a quality foundation on which to build a quality graduate program. It is also noteworthy that the other two schools with joint AACSB accreditation, the University of Kentucky and the University of Louisville, offer graduate programs in accounting.

**The Current Status of the Economy-** The current status of the economy suggests there will be less turnover in public accounting firms during the next few years. Thus, CPA firms will be less likely to recruit undergraduate seniors, which will encourage students to stay in college longer and pursue a graduate degree. These circumstances create a favorable environment for introducing a new graduate program in accounting.

**Graduate Degree Enhances Employment Prospects –** The Bureau of Labor Statistics (BLS) in its publication titled *Accountants and Auditors: Occupational Outlook Handbook, 2010-2011* forecasts a strong job growth for accountants. The BLS states that

“Employment of accountants and auditors is expected to grow by 22 percent between 2008-18, which is much faster than average for all occupations. Accountants and auditors who have earned professional recognition through certification or other designation, especially a CPA, should have the best prospects. Applicants with a master’s degree in accounting or a master’s degree in business administration with a concentration in accounting also may have an advantage.”

This proposed MAcc will not only enable WKU’s accounting students to gain additional skills and competencies beyond the undergraduate level and provide them a path to meet the 150-hour requirement for the CPA certificate, but it will also enhance their employment prospects.

**Prior Experience with a Graduate Program-** The Department has prior experience in providing a graduate program. The MPA program was similar to many professional graduate accounting programs offered by other institutions during the time prior to the full implementation of the 150-hour requirement. Since the suspension of the MPA program, most jurisdictions have implemented the 150-hour requirement. The undergraduate accounting program has also attained separate accreditation to provide a quality undergraduate foundation for a graduate level program. Through the strategic planning process, the members of the faculty of the Department of Accounting have developed this proposal to revive and revise the curriculum for the Master of Accountancy program. The department sought and received guidance and input from various stakeholders, including members of the Accounting Advisory Council.

**Peer/Competitor Schools-** Most peer/competitor universities provide a path for accounting students to meet the 150-hour requirement. The other two universities in the Commonwealth with AACSB accredited business and accounting programs, the University of Kentucky and the University of Louisville, offer a graduate degree in accounting. Northern Kentucky University and Murray State also offer a graduate accounting program. This proposal would provide accounting majors at Western Kentucky University, like those at other universities, with an attractive path to meet the 150-hour requirement.

2.2 Projected enrollment in the proposed major program:

Initial enrollment is expected to be 15 – 20 with enrollment growing to 25 – 30 after the program has been fully implemented and publicized. This enrollment estimate is based on the 55 – 65 students who currently graduate from the WKU undergraduate program each year and the fact that over half of these students graduate with 150 hours. The estimate does not include enrollment of students of other undergraduate programs, nor does it include enrollment from possible pent-up demand.

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

Since a requisite foundation is needed for graduate study in accounting, students must first complete an undergraduate degree in accounting to be admitted to the proposed graduate program. It is anticipated that the majority of the students who will enroll in the proposed program will be graduates of WKU's Bachelor of Science in Accounting Program which graduates 55 – 65 students each year.

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

The proposed program would require 18 hours of accounting coursework, with an additional 12 hours of electives selected primarily from courses offered in the Master of Business Administration, Master of Arts Applied Economics, and/or other appropriate current and future graduate programs offered at Western Kentucky University. Attention will be given to enhancing the skills and competencies specific to accounting, but the curriculum will allow for flexibility to meet the needs of the individual student. Other unique and enriching learning experiences, i.e., study abroad programs, internships, significant research projects, and engagement in significant community or economic development projects, may also be considered.

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

Because of the 150-hour requirement for CPA certification, a number of universities in Kentucky offer graduate programs in accounting. The University of Kentucky, University of Louisville, Murray State University, and Northern Kentucky University all offer graduate programs in accounting. Schools identified by the Gordon Ford College of Business as peer or aspiration schools also offer graduate programs in accounting.

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

Western Kentucky University's mission is to "prepare students to be productive, engaged leaders in a global society." Consistent with the University's mission, the mission of the Department of Accounting is to be a leader in providing excellent accounting education and preparing students for successful and rewarding careers in accounting and business." The CPA certification is the most well-known certification in accounting, and the credential is often the gateway for a career in accounting. Therefore, the proposed program is consistent with the missions of both the Department and the University.

### **3. Objectives of the proposed major program:**

The program objective is to provide students with an expanded understanding of accounting and business by building on the foundation gained in an undergraduate accounting program and equipping them with additional skills and competencies essential for their future success.

The program will provide students the opportunity to:

- Gain an expanded understanding of complex accounting, auditing, and tax topics
- Possess a more in-depth insight into the professional responsibilities and ethical standards of the accounting profession
- Enhance communication skills necessary in the accounting profession
- Gain an expanded understanding of the strategic role of accounting in business organizations and society
- Meet 150-hour requirement prior to professional certification as a CPA

#### **4. Program description:**

##### **4.1 Curriculum:**

The program curriculum consists of thirty (30) semester hours of graduate courses with eighteen (18) semester hours of required accounting courses.

Required accounting courses: 18 Hours

ACCT 500 - Advanced Financial Accounting and Reporting

3

ACCT 510 - Advanced Accounting Information Systems Control and Audit

3

ACCT 520 – Special Topics in Managerial Accounting

3

ACCT 530 - Special Topics in Tax Research and Planning

3

ACCT 540 - Advanced Auditing Standards, Applications and Fraud

3

ACCT 550 – Special Topics in Accounting for Not-For-Profit Organizations  
and Governments

3

Elective graduate courses: 12 hours

Students admitted to the MAcc program may select graduate courses offered in the Gordon Ford College of Business upon approval by the department chair. Tier I or business foundation courses and BA 515 will not be considered as satisfying any part of the 30-hour requirement. Six (6) hours of the elective graduate courses may be from outside the Gordon Ford College of Business with prior approval of the department chair.

Individual programs of study must be approved by the department chair. The selection of elective courses should be directly related to the student's career goals and/or desired skills/competencies.

A student admitted to the MAcc program must maintain a 3.0 GPA (4.0 scale). The department chair, with the consent/approval of the faculty appeals committee, may grant permission for any student who fails to maintain a 3.0 GPA due to extenuating circumstances to continue for one semester on a probationary basis. Any student granted probationary status must attain a cumulative 3.0 GPA by the end of the following semester to remain in the program

A student who receives a "C" or lower in two required accounting courses will be subject to dismissal from the program. The department chair, with the consent/approval of the faculty appeals committee, may grant a waiver in cases of extenuating circumstances.

4.2 Accreditation, certification, approval, and/or licensure:

The Western Kentucky University Bachelor of Science in Accounting program is accredited by AACSB- International. In order to maintain accreditation, the proposed graduate program must be in accordance with AACSB standards for graduate accounting programs.

4.3 Program delivery:

Primarily traditional classroom delivery – lecture; case method; and seminar styled. Other non-traditional methods of delivery may also be considered. These include: AdobeConnect/Blackboard, on-line, and ITV.

**5. Resources:**

5.1 Faculty:

In accordance with AACSB accreditation standards, sufficient resources must be provided to support the new graduate program. This program requires the addition of at least one academically-qualified faculty member in accounting. Additional resources to fund an appropriate number of graduate assistantships are also necessary.

5.2 Technological and electronic informational resources (e.g., databases, e-journals)

Electronic information resources include:  
Codification of the standards of the Financial Accounting Standards Board  
Codification of the AICPA's Auditing Standards  
Tax Research Database  
Government Accounting Research System

5.3 Facilities and equipment:

Eight computers to support graduate research and the Department of Accounting's student engagement project to assist in the preparation of income tax returns.

**6. Proposed term for implementation: Fall 2011**

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

Department of Accounting March 10, 2010

GFCB College Graduate Committee April 12, 2010

Graduate Council

May 13, 2010

University Senate

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**Attachment: Program Inventory Form**

Contact Designee of the Office of Academic Affairs (Sylvia Gaiko) re: CPE Posting.

Proposal Date: February 8, 2010

**Potter College of Arts & Letters  
Department of Philosophy and Religion  
Proposal to Create a New M.A. Program  
(Action Item)**

Contact Person: Eric Bain-Selbo, x55744, eric.bain-selbo@wku.edu

**1. Identification of program:**

- 1.1 Program title: Religious Studies
- 1.2 Degree Type: M.A.
- 1.3 Classification of Instructional Program Code (CIP):
- 1.4 Required hours in proposed major program: 35
- 1.5 Special information: None
- 1.6 Program admission requirements: Graduate Studies requirements.
- 1.7 Catalog description:

The M.A. program in Religious Studies requires a minimum of 35 graduate credit hours. No more than 12 hours may be in 400G courses. Students may take up to six hours in graduate courses in other departments. Students must complete a thesis or a culminating project. Students considering further doctoral study in religious studies are encouraged to take the thesis option.

**Required Courses:** All students must complete RELS 500 (Theory and Method in the Study of Religion, four credit hours), two offerings of RELS 601 (Graduate Seminar in Religious Studies, four credit hours), RELS 602 (Thesis and Project Development Seminar, one credit hour), and RELS 603 (Thesis and Project Colloquium, one credit hour). These required courses total 14 credit hours.

**Thesis:** Students on the thesis track may take up to six credit hours of Thesis Writing (RELS 599). Students completing an alternative project will take additional coursework in lieu of RELS 599. Students must petition to *not* complete a thesis, and provide a proposal for the alternative project by the end of their second semester.

**Electives:** The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments (with consent of adviser).

**Research Tool:** Appropriate language work in the student's area of emphasis is recommended (e.g., Hebrew for students doing work in Jewish scripture). Graduate level language courses may count for as many as six credits toward completing the degree. If not completing the research tool requirement in any other way, students must pass a reading examination in either French or German.

**2. Rationale:**

## 2.1 Reason for developing the proposed major program:

Perhaps no time in recent memory has seen such a public interest in religious matters and a general demand for religious literacy among United States citizens. Some of this fervor about religion is a consequence of the attacks of September 11, 2001, but that is only a small part of the story. The dramatic influx of non-Christian and non-Western religions to the U.S., the increasingly global environment in which U.S. citizens live, the rise of the Religious Right, and a general concern about the role of religion in American politics and law have contributed to put religion on the front pages of our newspapers and at the forefront of public conversations. Add to this the deep religiosity of a good portion of the American population (particularly in Kentucky and the rest of the South) and it is clear why religion is such an important institution and issue in this society.

All of this makes the sober academic study of religion an important part of higher education. Understanding the function of religion and the diversity of religious beliefs and practices promises to help undergraduates to become better citizens of the country and the world. Graduate education is a step further in that direction and also trains men and women for teaching future generations about religion and for contributing to the growing body of scholarship about it.

Recognizing the importance of the study of religion and the need for quality graduate education in the field, Western Kentucky University President Gary Ransdell and Potter College of Arts & Letters Dean David Lee suggested that the Department of Philosophy and Religion study the feasibility, design, and implementation of a masters degree program in Religious Studies. After more than two years of consideration, the final recommendation of the department is that such a program should be created and launched in the fall of 2011. This proposal details why this is a viable program for Western Kentucky University, how it will be implemented by and integrated into the Department of Philosophy and Religion, and how the design of the program will benefit the students in the program as well as undergraduates at the university.

## 2.2 Projected enrollment in the proposed major program:

**Once fully running (after two years of admission), we expect to have 10-15 students at any one time. This is based on enrollment in undergraduate major/minor in religion, the absence of any such program at a public institution in Kentucky, and survey data of undergraduate majors as well as alumni.**

Our goal is to recruit students from the region and beyond who can benefit from a masters degree program in religious studies. We plan on an aggressive campaign to announce the establishment of the program. This will include mailings and strategically placed advertisements, but also involve telephone conversations with department chairs/heads of religious studies programs at other institutions. The department head also will make day trips to regional institutions to recruit students.

At the same time as we seek to bring students in to Western Kentucky University from other undergraduate programs, we also will recruit from among our own undergraduates. As one of the largest public, undergraduate majors in religious studies in the country (and the only one in Kentucky), we have a significant pool from which to draw. We currently have nearly 100 majors and another 60 minors. In November/December 2007, we conducted a survey of religious studies majors (see Appendix 2). We had 49 responses, evenly divided among seniors, juniors, and sophomores. Of those, 67 percent expressed an interest in graduate work in religious studies. In addition, 37 percent indicated that they were “very interested” or “extremely interested” in a two-year masters degree program at WKU, and 49 percent indicated that they were “very interested” or “extremely interested” in an accelerated program that would allow them to earn a B.A. and M.A. in religious studies in five years. Given that there are approximately 100 undergraduate majors in religious studies at WKU, this means there is a significant pool of students who might want to continue their academic work with us.

In the spring of 2008, a similar survey was conducted online with our religious studies alumni. There were a total of 58 respondents. More than 46 percent said that they would have been “extremely interested” in a two-year master’s degree program in religious studies if WKU had had such a program when they graduated. Combined, an astounding 87.9 percent said they would have been interested (ranging from “somewhat” to “very” to “extremely”) in such a program. Though many of these alumni are several years if not decades removed from their academic careers, nearly 64 percent said that they *currently* are interested in such a program—again, ranging from “somewhat” (27.6 percent) to “very” (19 percent) to “extremely” (17.2 percent). When asked about an accelerated program, 77.6 percent said they would have been interested in such a program (including 39.7 percent who said they would have been “extremely interested”). Finally, when asked if they *currently* would be interested in a 12-credit hour certificate program in comparative religion, 56.9 percent expressed some level of interest—including 29.3 percent combined as “extremely interested” or “very interested.”

The survey data from alumni appears to confirm the information gathered from undergraduate students. There clearly is a market in Kentucky for a graduate program in the academic study of religion.

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

This graduate program will be linked closely to the undergraduate major and minor programs in religion. One of our guiding principles in developing this new program was to ensure that the quality and strength of the undergraduate programs were not diminished. We do not believe they will be. In fact, we think that the new graduate program will be of benefit to undergraduates in the major and minor.

The influx of graduate students will add greatly to the community formed by the students in our undergraduate religion programs and raise the level of discourse. Our 400-level courses occasionally will include graduate students, who likely will add to the

conversation in those seminars. Because of the graduate enrollments, it will be easier to meet minimal enrollment requirements in those 400-level courses—resulting in increased offerings of those upper-division courses for our undergraduates. In addition, our survey of religious studies undergraduate students indicates that many of them are interested in continuing their study of religion in graduate school. Many of them are interested in doing that graduate work at WKU if a M.A. program was created. In addition, an accelerated or 4+1 program (a separate proposal) is very attractive to many of our students and allows them to couple their undergraduate work with graduate study. Finally, to the extent that a graduate program will allow us to recruit and retain high quality faculty members, our undergraduate program certainly would be enhanced.

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

The M.A. in Religious Studies is unlike any other program at Western Kentucky University. However, it certainly is the case that students in this program may be interested in graduate level courses in other departments. For example, graduate level courses in Folk Studies, History, and other departments might be taken and used (upon approval by the Department Head in Philosophy and Religion) toward the completion of the graduate degree in Religious Studies.

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

This proposed program in religious studies will be the first and only graduate program in religious studies in a public institution in the commonwealth of Kentucky. In that regard, it will further Western Kentucky University's mission of providing high quality programming to meet the needs of our citizens. In addition, the certificate program (a separate proposal) will benefit citizens who can use graduate work in religious studies in their professions (e.g., primary and secondary school teachers, social workers, etc.) or even in their own intellectual development.

In a 19-state area that includes the mid-Atlantic, Southeastern, and Midwest regions of the United States, there are many seminaries and divinity schools that offer graduate degrees. However, only about 27 graduate programs in religious studies (academic and non-denominational programs) exist.<sup>1</sup> Of those programs, approximately two-thirds of them are terminal masters degree programs like the one proposed here. Of those programs that offer only the masters degree, there are none in Kentucky, only one in Ohio and Tennessee, and two in Indiana. As the largest undergraduate religious studies program in Kentucky, we have a unique opportunity to break new ground by developing the first religious studies graduate program in Kentucky—a program that would serve not only WKU students but many students throughout the state and region.

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<sup>1</sup> Information is gathered from the GradSchools.com website and the 2002 *Directory of Departments and Programs of Religious Studies in North America* (Council of Societies for the Study of Religion).

The graduate programs in the Southeast and neighboring regions are found in a variety of different institutions—public and private, regional and research, etc. A few of the programs are at institutions that are roughly like WKU. Among these are Miami University (Ohio), Georgia State University, Missouri State University (formerly Southwest Missouri State University), Florida International University, and the University of South Carolina. A table comparing vital information about these programs can be found in Appendix 1. In terms of the competitive market, perhaps the most important information pertains to the average number of students who enter these programs each year and the average number of applicants. The Miami program appears to be the most selective, though all the programs receive more applicants than they can enroll. All together, the institutions average about 16 applicants per year and admit about 7 students per year. What is happening at these institutions would indicate that there is a regional market for graduate study in religion. Combined with our strong undergraduate program and the likelihood that some WKU students would want to pursue further study in religion with us, it is our belief that we will be successful in recruiting 5-8 qualified students each year.

*Descriptions of programmatic options at other institutions*

In addition to the programs found in the table in Appendix 1, several additional programs were reviewed. In this section, some of the relevant variations will be described.

**Core courses:** Most programs have a core course or number of core courses that are required. These courses are designed to introduce graduate students to certain content areas in the field of religion and/or to methodological and theoretical approaches to the study of religion. Georgia State University, for example, requires students to take courses in a set of categories, though students have choices of courses within those categories. Florida International University requires two cores seminars (“Seminar in Sacred Sources” and “Modern Analysis of Religion”), while the University of Colorado requires every student to take “Introduction to the Academic Study of Religion.”

**Qualifying examinations:** Some programs have a qualifying examination or set of examinations—analogueous to doctoral examinations in Ph.D. programs. These typically are based on the content of the core courses or on particular required readings. This is the case, for example, at Miami University of Ohio.

**Tracks:** Several programs have tracks for students to follow based on their particular interests in the field. For example, students might focus on Biblical traditions, religious ethics, Indian traditions, etc. The tracks also may be designed to exploit the particular expertise of an institution’s faculty. Florida International University, for example, offers three tracks (Western Religions, Non-Western Religions, and Religion, Culture and Society).

**Practicum:** Some programs have courses that provide graduate assistants an opportunity to discuss pedagogical issues with faculty members. These generally are one-credit hour courses. Miami University of Ohio offers this option.

Languages: Some programs have language requirements, others do not. These requirements may include language work related specifically to an area of study (for example, Hebrew or Greek for Biblical study) or competency in a foreign academic language (usually German or French).

Thesis or non-thesis option: While many programs require students to complete a thesis to finish their degree requirements, others allow students to either write shorter papers or complete a set of examinations in lieu of a thesis. Miami University of Ohio requires students to write a masters thesis. Other institutions such as the University of Missouri, Western Michigan University, and Georgia State University offer both thesis and non-thesis options (the latter option entailing additional course work or a portfolio).

### *Report on institutional visit*

On November 9, 2007, faculty members Jeffrey Samuels and Oliver Scharbrodt and Department Head Eric Bain-Selbo visited Miami University of Ohio. The purpose of the trip was to talk with faculty and students to learn more about the M.A. program in religion at that institution. Miami University is similar to Western Kentucky University in student population with a religion faculty approximately the same size as our own. We had a lengthy lunch meeting with a number of faculty members, a long afternoon meeting with three graduate students in the program, and a dinner meeting with the chair of the department (Liz Wilson).

We learned much about the MU program, including a few elements that worked their way into our curriculum design (such as the graduate seminar course, the structure of the examination sequence, the thesis proposal seminar, and the teaching practicum). Faculty members expressed a number of benefits that come from their M.A. program. These include:

- The ability to teach more undergraduate students as a consequence of having graduate assistants.
- Discussion sections allow undergraduates to go more deeply into the subject matter than the instructor could do in the larger lecture environment.
- Faculty enjoy working with graduate students; it increases faculty enthusiasm and they enjoy the collaboration with graduate students.

While overwhelmingly enthusiastic and supportive of the graduate program, the MU faculty nevertheless did point to a few shortcomings of the program. These include:

- Increased demands on their time.
- The difficulty of making sure there are enough graduate offerings.
- A certain disconnect between the instructor and the students in the larger lecture courses.

The graduate students likewise praised the MU program. Among the many benefits were:

- The smaller size of the program allowed for greater contact with the faculty. In this regard, faculty were deemed to be very accessible. Students described the general atmosphere as “cooperative.”

- Running discussion sections for the larger lecture classes helped the graduate students to master the material as well as develop their pedagogy.
- Sitting in on upper-division undergraduate courses for graduate credit (comparable to WKU's 400-G courses) allowed graduate students to see the different pedagogical strategies of the professors. In addition, they enjoyed the one-on-one time with the professors that supplement these courses.
- Being funded as graduate students (all the students we talked with were graduate assistants).
- The strong connections that Miami has with Ph.D. programs around the country assured students that they would have an opportunity to move on to doctoral work if they so chose.

The primary shortcomings were:

- For students who required language work in their areas of study, some had to take language classes at other institutions because such classes were not available at Miami.
- Some students felt like more interdisciplinary overlap would enhance the program.

2.6 Relationship of the proposed major program to the university mission and objectives: This proposed program in religious studies will be the first and only graduate program in religious studies in a public institution in the commonwealth of Kentucky. In that regard, it will further Western Kentucky University's mission of providing high quality programming to meet the needs of our citizens.

**3. Objectives of the proposed major program:** Upon completion of this program, students will have:

- Acquired multiple analytical or linguistic tools for the interpretation of religious communities, practices, doctrines, and texts;
- Understand primary religious concepts in a comparative context;
- Attained an in-depth knowledge of one religious tradition and/or cross-cultural themes;
- Demonstrated their learning through the writing of a thesis or completion of a final project.

#### 4. Program description:

##### 4.1 Curriculum:

###### *Thesis Option*

	Fall	Spring
First Year	RELS 500: Theory and Method in the Study of Religion (4 credit hours) RELS elective (3 credit hours) RELS elective (3 credit hours)	RELS 601: Graduate Seminar in Religion (4 credit hours) RELS 602: Thesis and Project Development Seminar (1 credit hour) RELS elective (3 credit hours) RELS elective (3 credit hours)
Second Year	RELS 601: Graduate Seminar in Religion (4 credit hours) RELS elective (3 credit hours) RELS 599: Thesis Writing (3 credit hours)	RELS 599: Thesis Writing (3 credit hours) RELS 603: Thesis and Project Capstone Colloquium (1 credit hours) * Student could choose to go part-time.

###### *Project Option*

	Fall	Spring
First Year	RELS 500: Theory and Method in the Study of Religion (4 credit hours) RELS elective (3 credit hours) RELS elective (3 credit hours)	RELS 601: Graduate Seminar in Religion (4 credit hours) RELS 602: Thesis and Project Development Seminar (1 credit hours) RELS elective (3 credit hours) RELS elective (3 credit hours)
Second Year	RELS 601: Graduate Seminar in Religion (4 credit hours) RELS elective (3 credit hours) RELS elective (3 credit hours)	RELS 603: Thesis and Project Capstone Colloquium (1 credit hours) RELS elective (3 credit hours) * Student could choose to go part-time.

4.2 Accreditation, certification, approval, and/or licensure: N/A

4.3 Program delivery: Traditional lecture and seminar.

**5. Resources:**

- 5.1 Faculty: Sufficient.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals): Sufficient.
- 5.3 Facilities and equipment: Sufficient.

**6. Proposed term for implementation: 201130**

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

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	April 1, 2010
Contact with Office of Academic Affairs re: CPE Posting	February 18, 2010
Graduate Council	___May 13, 2010__
University Senate	_____

**Attachment: Program Inventory Form**

## Appendix 1

### Masters Degree Programs in Religion/Religious Studies<sup>2</sup> Comparison Schools<sup>3</sup>

University	Miami (Ohio)	Georgia State	Missouri State	Florida Internation al	U. of S. Carolina
<b>Degrees conferred</b>	5	5	7	8	2
<b>Students in residence</b>	10	10	25	25	8
<b>Not in residence</b>	4	5	5	2	7
<b>Women</b>	7	50 percent	10	12	13
<b>Minority</b>	3	30 percent	0	4	1
<b>Avg. # of new students and applicants</b>	3/20-25 <sup>4</sup>	8/16 <sup>5</sup>	12/13 <sup>6</sup>	8.5/15 <sup>7</sup>	4/12 <sup>8</sup>
<b>Minimum GRE</b>	No	1050 (V+A)	No	No	No
<b>Minimum GPA</b>	2.75/4.0	No	3.2/4.0 (alternate avail.)	3.0/4.0	No
<b>Foreign language prof.</b>	No	Not available	No	No	No
<b>Financial aid to 1<sup>st</sup> year students</b>	80 percent	75 percent	50 percent	Avg. 3 TAs a year	60 percent
<b>Financial aid to other students</b>	80 percent	75 percent	30 percent	20 percent	40 percent
<b>Attrition</b>	10 percent	30 percent	25 percent	1 percent	20 percent
<b>Graduates placed</b>	85 percent	80 percent	100 percent	67 percent	50 percent
<b>Accelerated or 4+1</b>	No	No	Yes	Yes	No

<sup>2</sup> Schools do not have Ph.D. programs.

<sup>3</sup> Unless otherwise noted, all data is from 2002 *Directory of Departments and Programs of Religious Studies in North America* (Council of Societies for the Study of Religion).

<sup>4</sup> Data provided by Liz Wilson, Chair of Religion Department. Telephone conversation, August 9, 2007.

<sup>5</sup> Data provided by Kathryn McClymond, Director of Graduate Studies. Telephone conversation, July 17, 2007.

<sup>6</sup> Data provided by Mark Givens, Graduate Director, via e-mail, August 14, 2007.

<sup>7</sup> Data provided by Erik Larson, Graduate Program Director, via e-mail, July 20, 2007.

<sup>8</sup> Data provided by program via e-mail, July 17, 2007

<b>Accelerated or 4+1 degree</b>	No	No	Yes	Yes	No
<b># of tenured or tenure-track</b>	7	4	13	9	6

## Appendix 2

### Western Kentucky University Department of Philosophy and Religion Survey of Religion Majors

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1. What is your classification (circle one):  
Freshman  
Sophomore  
Junior  
Senior
2. Are you interested in pursuing graduate studies after you graduate (circle one)?  
YES NO

*If YES, then please answer the next three questions.*

- A. Which of the following statements most closely characterizes your current interest in graduate school (circle one)?
  - a. A little interested
  - b. Somewhat interested
  - c. Very Interested
  - d. Extremely Interested
- B. Which of the following most closely characterizes the likelihood of you enrolling in graduate studies (circle one)?
  - a. Possibly will enroll.
  - b. Probably will enroll.
  - c. Almost certain to enroll.
  - d. Will definitely enroll.
- C. In what field are you considering graduate studies (circle one)?
  - a. Religious Studies
  - b. Other humanities/social science discipline
  - c. Professional school (MBA, law, etc.)
  - d. Other \_\_\_\_\_

**PLEASE CONTINUE TO THE OTHER SIDE**

**Western Kentucky University  
Department of Philosophy and Religion  
Survey of Religion Majors (Page 2)**

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3. If WKU had a two-year master's degree program in Religious Studies, which of the following statements best describes your level of interest (circle one)?
- a. Not at all interested--I have no plans to attend graduate school.
  - b. Not interested --Would want to attend graduate school elsewhere.
  - c. Somewhat interested.
  - d. Very Interested.
  - e. Extremely interested.
4. If WKU had an accelerated master's degree program in religious studies that allowed you to complete your BA and MA in five years, which of the following statements best describes your level of interest (circle one)?
- a. Not at all interested--I have no plans to attend graduate school.
  - b. Not interested --Would want to attend graduate school elsewhere.
  - c. Somewhat interested.
  - d. Very Interested.
  - e. Extremely interested.
5. If you were to pursue graduate study in religious studies at WKU, please list the areas you would be interested in studying:

Thank you for your help. Should you have any questions, please feel free to contact Dr. Eric Bain-Selbo, Department Head, WKU Department of Philosophy and Religion (Cherry Hall, Room 300), at 745-5744 or [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu).